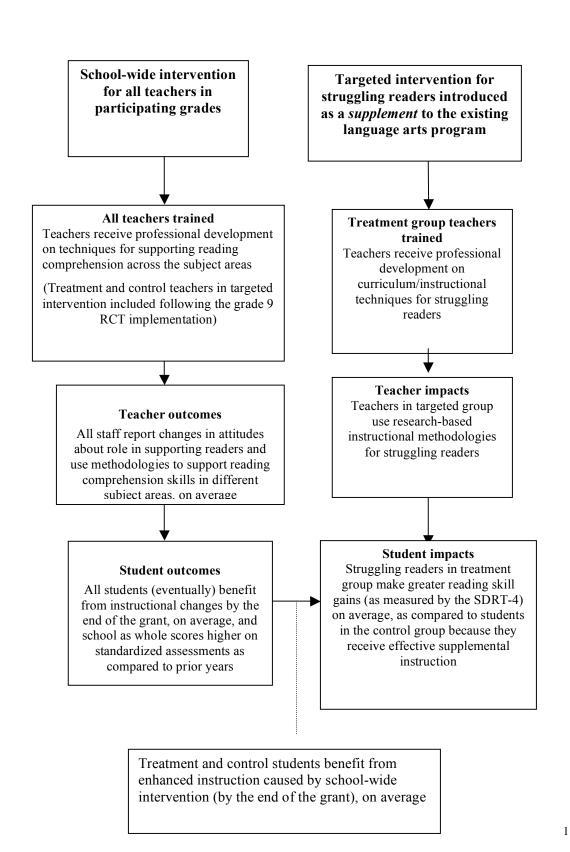


### APPENDIX A

#### STRIVING READER GRANT MODEL OF CHANGE

ACKNOWLEDGEMENT-Source From Model Of Change and Report Outline:

Price, Tao, and Goodson (2006). Abt Associates, Inc. Technical Assistance Provider for Striving
Reader Grantee-Evaluators



Source: Price, Tao, and Goodson, 2006.

## APPENDIX B

# READ 180 TEACHER SURVEY XTREME READING TEACHER SURVEY

Acknowledgment of Developer Protocol Sources:

Scholastic, Inc. and University of Kansas Center for Research on Learning (KU-CRL)

## 1. About this survey...

This survey contains questions about your background, satisfaction with READ 180 materials and professional development, implementation of Read 180 (i.e., instruction and assessment), as well as your perceptions of this program's impact on students. Your responses are extremely important in helping us understand how Read 180 is being implemented in your school and across the district. No information from this survey will be used to evaluate you in any way. Your responses will be kept confidential and will not be shared with your principal or other district personnel.

ge or move to the next page, please use the arrows at the bottom of the page, not those on the b

to return to a previous page or move to the next page, please use the arrows at the bottom of the page, not those on the browser
navigation bar. If you need to leave the survey before you are finished, simply click "Exit this survey" at the top of the page. To
return to the survey, click on the link in your email message again and you will be taken to the first question on the page where you
left off. When you reach the end of the survey, click on "Done" to submit your responses. We expect that it will take approximately
20 minutes to complete.
Thank you very much for your help!

# Read 180 Teacher Survey 2008 2. Please tell us about yourself... 1. How many years have you worked as a teacher? (Count part of a year as one year). 2. How many years have you worked at this school? (Count part of a year as one year). \* 3. Indicate your level of certification: j∩ Initial m Provisional m Professional Other (please specify) \* 4. How many sections of READ 180 are you currently teaching? j∩ one m two †n three n four in five in six

5. What is the typical length of your READ 180 class period (in minutes)?

6. For each of your READ 180 sections, indicate how many days per week the section meets. Type in the number of days in the boxes below.

Section 1	
Section 2	
Section 3	
Section 4	
Section 5	
Section 6	

Read 180 Teacher Survey 2008
7. In general, throughout the academic year, are the number of days your class meets constant from week to week?
jn Yes
j₁ No
8. If no, please elaborate.
A ▼
9. For each of your Read 180 sections, indicate the grade level of your students.
Section 1
Section 2 Section 3
Section 4
Section 5
Section 6
10. Are all of your READ 180 students enrolled in regular ELA courses?
jn Yes
j∩ No
j∩ Don't know
11. If no, please elaborate.
<u>▲</u>
* 12. Are you currently teaching other non-Read 180 courses?
j₁n Yes
j₁ No
13. If yes, please list the other courses (including grade level) that you are currently teaching (e.g., ELA9).
* 14. Have you had previous experience teaching READ 180 before participating in the Striving Readers Program, that is, before the 2006-07 school year?
j∩ Yes
j₁ No

Read 180 Teacher Survey 2008
15. If yes, please list the schools, districts, grade levels, and school years during which you taught READ 180.
16. When did you begin the READ 180 curriculum in the fall of 2007? (e.g. last week of September, first week of October?)

3.	Read	180	Materials	and	Technol	oav

17. Does your READ 180 classroom have enough student books?
j <sub>∩</sub> Yes
jn No
18. Does your READ 180 classroom have enough materials in its READ 180 library?
j <sub>n</sub> Yes
j∩ No
19. Does your READ 180 classroom have enough teacher materials?
jn Yes
j∩ No
20. Does your READ 180 classroom have enough working computers (including headsets and microphones) to permit each student to rotate through use of the READ 180 software each day the class meets?
j₁ Yes
jn No
21. Does your READ 180 classroom have enough working CD players to permit each student to rotate through use of the audiobooks each day the class meets?
j <sub>n</sub> Yes
j₁ No
22. Do you have enough of the READ 180 topic CDs in your classroom?
j <sub>n</sub> Yes
j∩ No
23. Do you have enough materials and technology to implement READ 180 effectively?
j₁ Yes
j∩ No
24. If no, what other materials and/or technology would you need?

Read	180	Teacher	Survey 2008
			comments related to Read 180 materials and technology?

4.	Read	180	Professional	Develo	pment	and	Supr	bort
	Roda	100	1 1 01 0 3 3 1 0 1 1 0 1	DOVOIO	PITICITE	aria		

*	26. During the 2007-08 school year, how many days did you participate in Read 180 training in Springfield or Chicopee? (Count a day as 6 hours or more).
*	27. During the 2007-08 school year, how many times did a Read 180 professional developer visit you in your classroom to observe and/or provide coaching/support?
*	28. During the 2007-08 school year, how many times did a person from your school or district visit you in your classroom to provide Read 180 support?
*	29. During the 2007-08 school year, did you participate in any online professional development provided by Read 180? (If no, skip to question 32).
	in No
	30. If yes, what online professional development did you participate in?
	31. If yes, how many hours did you spend on online professional development during the 2007-08 school year?
*	32. During the 2007-08 school year, did you use any Read 180 online resources, such as the Ask an Expert or online message boards?
	jn Yes
	jn No
	33. If yes, which online resources did you use?

\* 34. Please consider the professional development you received during the 2007-08 school year. Rate the extent to which you agree with each statement. Check N/A if a statement is not applicable to you.

Statement is not	• •	9				
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	N/A
<ul><li>a) The training sessions had clear goals for what we should learn</li></ul>	jα	jα	jα	jm	jα	jn
<ul><li>b) The training sessions were well organized</li></ul>	<b>j</b> m	<b>j</b> n	<b>j</b> m	<b>j</b> m	<b>j</b> m	<b>j</b> m
c) The trainers had sufficient experience with the program to answer my questions	j∙n y	jα	jα	ţη	jα	jo
<ul> <li>d) The trainers motivated me to use the program in prescribed ways</li> </ul>		jn	<b>j</b> m	<b>j</b> n	<b>j</b> n	ĴΩ
e) The quality of the training MATERIALS was good	<b>j</b> ta	<b>j</b> o	<b>j</b> a	<b>j</b> n	<b>j</b> a	jn
f) The quality of the training ACTIVITIES was good	<b>j</b> m	<b>j</b> n	j∕n	jπ	<b>j</b> m	ĴΩ
g) The READ 180 professional developers modeled lessons that helped me to better implement the program	jα	ja	j'n	j'n	j'n	jα
h) The READ 180 professional developers provided feedback to me that helped me better implement the program	<u>j</u> n	<b>j</b> n	jn	j'n	jn	jm
<ul> <li>i) The 2007-2008 training sessions in READ 180 prepared me to implement Read 180 in my classroom.</li> </ul>	<b>j</b> n	jα	jα	j'n	jα	jo
j) On-site coaching by READ 180 professional developers helped me to implement READ 180 in my classroom.	<b>j</b> n	<b>j</b> n	<u>j</u> n	j'n	<b>j</b> n	jn
<ul> <li>k) The online professiona development helped me to implement Read 180 in my classroom.</li> </ul>	Jai	ja	jα	ţ'n	jα	j'n
<ol> <li>READ 180 professional developers are responsive to my questions and needs.</li> </ol>	jn e	<b>j</b> n	j'n	<b>j</b> n	<b>j</b> m	<b>j</b> m
m) The amount of Read 180 professional development I received this year was sufficient.	<b>j</b> n	<b>j</b> o	jα	jη	<b>j</b> n	j'n
n) The Read 180 professional development I have received this year was of high quality.	<b>j</b> m	<b>j</b> n	<b>j</b> m	<b>j</b> n	<b>j</b> m	<b>j</b> n

) I have enough lanning time to prepare nd implement the READ 80 routines.	jα	j'n	jα	<b>j</b> n	j'n	jtα
) Meetings with other EAD 180 teachers have een helpful as I nplement the program	<b>j</b> m	<b>j</b> m	<b>j</b> n	<b>j</b> n	<b>j</b> m	jm
5. Any additional o		about Rea	d 180 profe:	ssional deve	elopment?	

5. Instruction Think of one of your sections of Read 180 to answer the following questions. DURING A TYPICAL WEEK OF FIVE CLASSES... \* 36. How many days do most of your students engage in independent reading? \* 37. How many days do most of your students use the Read 180 software? \* 38. How many days do most of your students participate in a small group instructional segment? \* 39. How many days do you teach a whole group instructional segment at the beginning of class? -\* 40. How many days do you do the whole group "wrap up" at the end of class? \* 41. How often do you make SMALL changes to the activities suggested in the Read 180 Teacher's Manual within a typical week? -\* 42. How often do you make SUBSTANTIAL changes to the activities suggested in the Read 180 Teacher's Manual within a typical week? 

e	ad 180 Teacher Survey 2008
١.	Throughout the month and year
	43. During the course of ONE MONTH, how often do you check fluency? How are fluency checks accomplished?
	44. What is your best estimate of how many days of class were NOT used for READ 180 this YEAR (due to testing, assemblies, final exam week, etc.)?

# Read 180 Teacher Survey 2008 7. Assessment \* 45. How many times this year have your students taken the SRI? \* 46. How many times this year have your students taken an rSkills test? -\* 47. During the 2007-08 school year, did you use any of the reports generated by the Scholastic Achievement Manager (SAM)? jn Yes jn No 48. If you have NOT used the SAM reports, please comment.

## 8. Use of Scholastic Achievement Manager (SAM)

### \* 49. If yes, rate the extent to which you agree with the following statements.

	Strongly disagree	Disagree	Undecided	Agree	Strongly Agree	N/A
a) SAM data reports help me implement Read 180.	ja	Ĵα	<b>j</b> n	jα	<b>j</b> α	<b>j</b> o
<ul><li>b) SAM reports help me differentiate instruction.</li></ul>	j'n	<b>j</b> n	<b>j</b> n	jn	<b>j</b> ∕n	<b>j</b> m
c) SAM reports help me assess student progress.	jα	jα	<b>j</b> n	ja	<b>j</b> α	ja
<ul><li>d) SAM reports help me group students.</li></ul>	<b>j</b> n	<b>j</b> n	j'n	j'n	<b>j</b> ∕∩	<b>j</b> m
e) I share information from the SAM reports with school administrators or other school staff.	jα	ja	jα	jα	ţα	<b>j</b> n
f) I share information from the SAM reports with parents.	<b>j</b> n	<b>j</b> m	<b>j</b> m	<b>j</b> n	<b>j</b> n	j'n
g) I share information from the SAM reports with students.	<b>j</b> a	jα	jn	jα	<b>j</b> α	jα

## 9. Impact on Students

* 50	Please	rate the	extent to	which y	vou agree	with each	n statement.
50.	1 10030	rate the		VVIIICII	you agi ce	vvitii Caci	i statement.

					_
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
a) Most of my students enjoy the Read 180 program in general.	ja	jα	j'n	jα	<b>j</b> α
b) Most of my students enjoy the Read 180 books and audio books.	<b>j</b> m	<b>j</b> m	<b>j</b> n	jn	<b>j</b> n
c) Most of my students enjoy the Read 180 software.	<b>j</b> n	ja	ţ'n	j'n	<b>j</b> α
d) Most of my students are improving their overall reading skills because of Read 180.	<b>j</b> m	Ĵ'n	<b>j</b> n	<b>j</b> m	<b>j</b> m
e) Most of my students are improving their reading comprehension because of Read 180.	jα	jn	jα	<b>j</b> n	j'n
f) Most of my students are improving their skills in reading aloud.	<b>j</b> m	<b>j</b> m	<b>j</b> m	<b>j</b> m	<b>j</b> n
g) Most of my students are improving their spelling because of Read 180.	jα	jα	jα	<b>j</b> n	j'n
h) Most of my students are improving their vocabulary because of Read 180.	<b>j</b> n	<b>j</b> n	<b>j</b> n	<b>j</b> n	<b>j</b> n
i) Most of my students are benefiting from the Read 180 whole group instruction.	<b>j</b> n	jα	j'n	<b>j</b> n	j'n
<ul><li>j) Most of my students are benefiting from the rSkills work.</li></ul>	<b>j</b> m	<b>j</b> 'n	<b>j</b> ņ	<b>j</b> n	<b>j</b> m
<ul><li>k) Most of my students are benefiting from the writing they do in Read 180.</li></ul>	ja	jα	jn	jo	jn

51. Other comments about how Read 180 is affecting your student	ts?
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<u>△</u>	
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#### 52. Any additional comments about Read 180?

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$\nabla$

#### 1. About this survey...

This survey contains questions about your background, satisfaction with Xtreme Reading materials and professional development, implementation of Xtreme Reading, as well as your perceptions of this program's impact on students. Your responses are very important in helping us understand how Xtreme Reading is being implemented in your school and across the district. No information from this survey will be used to evaluate you in any way. Your responses will be kept confidential and will not be shared with your principal or other district personnel.

Thank you very much for your help!
20 minutes to complete.
left off. When you reach the end of the survey, click on "Done" to submit your responses. We expect that it will take approximately
return to the survey, click on the link in your email message again and you will be taken to the first question on the page where you
navigation bar. If you need to leave the survey before you are finished, simply click "Exit this survey" at the top of the page. To
To return to a previous page or move to the next page, please use the arrows at the bottom of the page, not those on the browser

# Xtreme Reading Teacher Survey 2008 2. Please tell us about yourself... 1. How many years have you worked as a teacher? (Count part of a year as one year). 2. How many years have you worked at this school? (Count part of a year as one year). \* 3. Indicate your level of certification: jn Initial provisional m Professional in Other (please specify) \* 4. How many sections of Xtreme Reading are you currently teaching? jn one jn two jn three jn four j₁ five jn six 5. What is the typical length of your Xtreme Reading class period (in minutes)? 6. For each of your Xtreme Reading sections, indicate how many days per week the section meets. Type in the number of days in the boxes below. Section 1 Section 2 Section 3 Section 4

7. In general, throughout the academic year, are the number of days your class

Section 5 Section 6

> jn Yes jn No

meets constant from week to week?

8. If no, please e	laborate.
Section 1 Section 2 Section 3 Section 4 Section 5 Section 6	ne Reading section, indicate the grade level of your students.
j₁ Non't know	
11. If no, please	elaborate.
* 12. Are you curre jn <sup>Yes</sup> jn <sup>No</sup>	ently teaching other non-Xtreme Reading courses?
13. If yes, please teaching (e.g., El	list the other courses (including grade level) that you are currently LA9).
	d previous experience teaching Xtreme Reading before participating eaders Program, that is, before the 2006-07 school year?
•	list the schools, districts, grade levels, and school years during t Xtreme Reading.
•	begin the Xtreme Reading curriculum in the fall of 2007? (e.g., last per, first week of October?)

### 3. Please tell us about the Xtreme Reading Materials...

\* 17. Does your Xtreme Reading classroom have enough of the following materials?

	Yes	No
a. Books in the classroom library	<b>j</b> m	jα
b. Student binders	j'n	<b>j</b> ∩
c. Xtreme Reading posters	jα	<b>j</b> n
d. Teacher materials	in	<b>i</b> n

18. We are interested in receiving more detailed feedback about the Xtreme Reading program materials used this school year (2007-08). For each item, please rate Xtreme Reading compared with other curricula you have used.

	Among the worst				Among the best
a. Organization of the teacher's manual	jα	<b>j</b> n	jα	j'n	jΩ
<ul><li>b. Ease of following the daily lesson plans</li></ul>	<b>j</b> m	<b>j</b> n	<b>j</b> u	<b>j</b> n	<b>j</b> m
c. Time required to prepare for daily lessons	<b>j</b> n	<b>j</b> n	<b>j</b> n	<b>j</b> n	jα
<ul><li>d. Clarity of purpose for each activity</li></ul>	Ĵ'n	<b>j</b> n	<b>j</b> u	<b>j</b> n	jm
e. Feasibility of completing daily lesson plans within a class period	jα	ţa	jα	ţa	<b>j</b> α
f. Feasibility of completing all program units within the school year	jn	<b>j</b> n	<b>j</b> n	<b>j</b> m	<b>j</b> m
g. Interest level of reading materials for my students	j'n	<b>j</b> m	j'n	<b>j</b> m	<b>j</b> o
<ul> <li>h. Appropriateness of reading subject matter for my students</li> </ul>	<b>j</b> m	<b>j</b> n	<b>j</b> n	<b>j</b> m	<b>j</b> n
<ul><li>i. Organization of student notebook</li></ul>	ja	ja	<b>j</b> o	<b>j</b> to	jα
<ul><li>j. Interest level of class activities for my students</li></ul>	<b>j</b> m	<b>j</b> m	<b>j</b> u	j'n	<b>j</b> n
k. Feasibility of applying reading strategies to other classes	jα	jα	j'n	jn	<b>j</b> o
I. Time needed for administering student assessments	<b>j</b> n	<b>j</b> m	<b>j</b> n	<b>j</b> m	<b>j</b> n
m. Quality of unit tests for assessing what students know	jα	ţa	j'n	jα	<b>j</b> α
n. Usefulness of student assessment results for planning instruction	<b>j</b> n	<b>j</b> m	<b>j</b> n	<b>j</b> n	<b>j</b> n

treme Reading Teacher Survey 2008
19. Have you used technology in the classroom?
j <sub>n</sub> Yes
j⁻∩ No
20. If yes, what specific technology have you used? How have you used this technology in the classroom?
21. Do you have any other comments related to Xtreme materials or technology?

- 4. Please tell us about assessments administered to your Xtreme Reading studen...
  - 22. How often, PER YEAR, are the following assessments administered to your Xtreme Reading students?

	never	1-2 times	3-4 times	5-6 times	7-8 times	9 or more times	Don't know
a. End-of-unit assessments	<b>j</b> to	<b>j</b> n	<b>j</b> m	<b>j</b> m	<b>j</b> a	ja	ja
b. AIMSweb measures	<b>j</b> m	<b>j</b> m	<b>j</b> m	<b>j</b> m	<b>j</b> n	<b>j</b> m	<b>j</b> n
c. The Scholastic Reading Inventory (SRI)	ja	ja	ja	<b>j</b> n	<b>j</b> o	<b>j</b> o	ja
d. The GRADE	<b>j</b> n	<b>j</b> n	<b>j</b> m	<b>j</b> m	<b>j</b> m	<b>j</b> n	<b>j</b> n
e. Other assessment	ja	<b>j</b> n	<b>j</b> m	<b>j</b> m	<b>j</b> a	ja	<b>j</b> o
Other (please specify)							

23. For each assessment administered to your students, please describe how you use the information provided by the assessment?



24. Any general comments about student assessments?

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▽

#### 5. Xtreme Reading Professional Development and Support

*	25. During the 2007-08 school year, how many days did you participate in Xtreme
	Reading training in Springfield or Chicopee? (Count a day as 6 hours or more).

*	26. During the 2007-08 school year, how many times did an Xtreme Reading
	professional developer visit you in your classroom to observe and/or provide
	coaching/support?

\* 27. During the 2007-08 school year, how many times did a person from your school or district visit you in your classroom to provide Xtreme Reading support?

\* 28. Please consider the professional development you received during the 2007-08 school year. Rate the extent to which you agree with each statement.

school year. Nate the exterit to which you agree with each statement.								
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	N/A		
a. The training sessions had clear goals for what we should learn.	<b>j</b> n	<b>j</b> o	jn	<b>j</b> m	<b>j</b> a	ja		
<ul><li>b. The training sessions were well organized.</li></ul>	<b>j</b> m	j'n	<b>j</b> n	<b>j</b> m	<b>j</b> n	jn		
c. The trainers had enough experience with the program to answer m questions.	j∩ y	jα	jα	j'n	jα	ja		
d. The trainers motivated me to use the program in the prescribed ways.	[9]	j∕n	<b>j</b> m	<b>j</b> n	jn	<b>j</b> m		
e. The quality of the training MATERIALS was good.	ĴΩ	jα	j'n	<b>j</b> m	<b>j</b> a	<b>j</b> n		
f. The quality of the training ACTIVITIES was good.	<b>j</b> m	<b>j</b> m	jm	<b>j</b> m	<b>j</b> m	j'n		
g. The training sessions i Xtreme Reading prepared me to implement Xtreme Reading in my classroom	d J <sup>yll</sup>	jα	jn	<b>j</b> n	<b>j</b> a	ja		
h. On-site coaching by Xtreme Reading professional developers helped me to implement Xtreme Reading in my classroom.	<b>j</b> m	<b>j</b> n	<b>j</b> n	<b>j</b> n	<b>j</b> m	<b>j</b> m		
i. The Xtreme Reading professional developers modeled lessons that helped me to better understand how to implement the program.	j'n	<b>j</b> n	jn	j'n	<b>j</b> a	<b>j</b> α		
<ul><li>j. The Xtreme Reading professional developers provided feedback to me</li></ul>	<b>j</b> n	jn	jn	<b>j</b> m	<b>j</b> n	<b>j</b> m		

that helped me better implement the program.						
k. Xtreme Reading professional developers were responsive to my questions and needs.	<b>j</b> a	jα	ja	jα	jα	<b>j</b> n
I. The amount of Xtreme Reading professional development I received this year was sufficient.	<b>j</b> m	<b>j</b> m	<b>j</b> n	<b>j</b> n	<b>j</b> n	<b>j</b> n
m. The Xtreme Reading professional development I received this year was of high quality.	ja	<b>j</b> n	<b>j</b> n	<b>j</b> n	<b>j</b> n	ja
n. I have enough planning time to prepare and implement the Xtreme Reading lessons.	<b>j</b> m					
o. Meetings with other Xtreme teachers have been helpful as I implement the program.	jta	<b>j</b> n	<b>j</b> n	<b>j</b> n	<b>j</b> n	jα

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▼

#### 6. Instruction

Think of one of your sections of Xtreme Reading to answer the following questions. DURING A TYPICAL WEEK OF FIVE CLASSES...

\* 30. How many days do you closely follow the Xtreme Lesson plan?

\* 31. How often do you make SMALL changes to the Xtreme lesson plan?

\* 32. How often do you make SUBSTANTIAL changes to the Xtreme lesson plan?

\* 33. How many days do your students work on any one of the Xtreme strategies?

\* 34. How many days do your students engage in independent reading?

\* 35. How many days do you administer a reading assessment?

\* 36. How many days do you engage in vocabulary or word study?

treme Reading Teacher Survey 2008							
7. Throughout the month and year							
37. During the course of ONE MONTH, how often do you check fluency? How are fluency checks accomplished?							
38. What is your best estimate of how many days of class were NOT used for Xti Reading this YEAR (due to testing, assemblies, final exam week, etc.)?							

### 8. Classroom level implementation of strategies/routines

\* 39. Please rate how easy or difficult it has been to implement the following aspects of the Xtreme Reading program. Select N/A (not applicable) if you have not yet implemented that component or strategy.

	Very Difficult	Difficult	Neutral	Easy	Very Easy	N/A
a. ACHIEVE Expectations	<b>j</b> n	jn	<b>j</b> n	<b>j</b> ta	<b>j</b> ta	jn
b. Talking Together Program	<b>j</b> n	jn	<b>j</b> n	jn	j'n	jn
c. SCORE Skills Program	<b>j</b> m	<b>j</b> n	<b>j</b> m	<b>j</b> ta	<b>j</b> m	<b>j</b> n
d. Possible Selves Program	<b>j</b> m	jn	jn	<b>j</b> m	<b>j</b> ∩	jm
e. Book Study Program	<b>j</b> to	jn	<b>j</b> to	ja	<b>j</b> ta	jn
f. Vocabulary LINCing Strategy	<b>j</b> m	jn	jn	<b>j</b> m	<b>j</b> ∩	jm
g. Word Mapping Strategy	<b>j</b> m	jn	<b>j</b> m	jn	ja	jn
h. Word Identification Strategy (DISSECT)	<b>j</b> n	jn	<b>j</b> n	jn	j'n	<b>j</b> n
i. Self Questionning Strategy	<b>j</b> m	Jn	<b>j</b> n	ja	<b>j</b> m	<b>J</b> o
j. Visual Imagery Strategy	<b>j</b> m	J'n	<b>j</b> m	jm	Jm	jn
k. Summarizing Strategy	<b>j</b> ta	jn	<b>j</b> ta	jn	ja	jn
I. Paraphrasing Strategy	<b>j</b> n	<b>j</b> m	<b>j</b> n	<b>j</b> m	<b>j</b> n	<b>j</b> m
m. Inference Strategy	<b>j</b> m	ja	<b>j</b> m	<b>j</b> ta	<b>j</b> ta	<b>j</b> ta
n. Unit Organizer Routine	<b>j</b> m	<b>j</b> n	<b>j</b> m	<b>j</b> n	<b>j</b> m	j'n
o. Framing Routine	<b>j</b> tn	jo	<b>j</b> tn	jn	<b>j</b> n	jo
p. Concept Mastery Routine	<b>j</b> n	<b>j</b> n	<b>j</b> n	j'n	<b>j</b> n	<b>j</b> n
q. Guided practice	<b>j</b> m	jn	<b>j</b> m	ja	<b>j</b> ta	ja
r. Paired practice	<b>j</b> n	<b>j</b> m	<b>j</b> n	<b>j</b> m	<b>j</b> m	<b>J</b> n
s. Independent practice	<b>j</b> n	<b>j</b> ta	<b>j</b> n	<b>j</b> ta	<b>j</b> m	<b>j</b> ta
t. Differentiated practice	<b>j</b> m	<b>j</b> n	<b>j</b> m	<b>j</b> n	<b>j</b> m	<b>j</b> n
u. Co-construction of strategies and routines	<b>j</b> n	<b>j</b> a	<b>j</b> n	jα	<b>j</b> m	Ja

### 9. Impact on Students

* 40	Please	rate the	extent to	which	vou agree	with eac	h statement.
40.	1 10030	Tate the	CALCIII IO	VVIIICII	you agi ce	, with cac	n statement.

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
<ul><li>a. Most of my students</li><li>enjoy the Xtreme Reading</li><li>program in general.</li></ul>	jα	ja	ja	<b>j</b> α	ja
<ul> <li>b. Most of my students</li> <li>enjoy the Xtreme Reading</li> <li>novels and non-fiction</li> <li>books.</li> </ul>	<b>j</b> m	<b>j</b> n	<b>j</b> n	<b>j</b> n	<b>j</b> m
c. Most of my students are improving their overall reading skills because of Xtreme Reading.	jα	jα	jη	jα	<b>j</b> n
d. Most of my students are improving their reading comprehension because of Xtreme Reading.	jn	j'n	<b>j</b> m	jn	<b>j</b> m
e. Most of my students are improving their skills in reading aloud because of Xtreme Reading.	jα	j'n	j'n	<b>j</b> o	j'n
f. Most of my students are improving their spelling because of Xtreme Reading.	jn	j'n	<b>j</b> n	<b>j</b> n	<b>j</b> m
g. Most of my students are improving their vocabulary because of Xtreme Reading.	ja	jn	jα	ja	jo
h. Most of my students are benefiting from the Xtreme Reading strategies.	jn	jn	<b>j</b> m	<b>j</b> n	jn
<ul> <li>i. Most of my students are benefiting from the writing they do in Xtreme Reading.</li> </ul>	jo	jn	jα	jo	ja

41. Other comments about how Xtreme Reading is affecting your students?

_
$\nabla$

42. Please rate your satisfaction with the Xtreme Reading program.

	Not at all satisfied				Very satisfied
Overall, how satisfied are	h	to	m	to	to
you with the Striving	Jsi	Jai	Jsi	J	Jsi
Readers program at your					
school?					

43. What aspects of the Striving Readers program are you most satisfied with? Why?

•	
	4
	Ŧ

Xtreme Reading Teacher Survey 2008
44. Any additional comments about Xtreme Reading? Thank you for your participation!

### APPENDIX C

# TEACHER INTERVIEW PROTOCOLS (READ 180, XTREME READING, AND CONTROL TEACHERS)

Acknowledgment of Developer Protocol Sources:

Scholastic, Inc. and University of Kansas Center for Research on Learning (KU-CRL)



# The Striving Readers Program READ 180 Teacher Interview Protocol May 2008

#### Introduction

Thank you for taking the time to talk with me today. As you may already know, the Springfield and Chicopee districts have contracted with The Education Alliance at Brown University to conduct the evaluation of the Striving Readers Program. *The purpose of this interview is to learn about READ 180 implementation on a school and district level. This interview is not part of an evaluation of your performance as a teacher.* 

It's important for you to know that while information from our interviews will be included in the evaluation, you will not be identified by name in any reports. This information will not be shared with your principal, other district personnel or professional development providers. Any information reported about the study, as required by the grant, will be aggregated or combined across groups so that individuals cannot be identified.

Our conversation should take no more than 45 minutes. At the end you will also have the opportunity to reflect on any aspects of the Striving Readers Program that may have been overlooked during our conversation. With your permission, we would also like to tape record this interview. The tapes will be stored in a secure location at Brown University and will not be shared with anyone who is not on the evaluation team. Can we tape this interview?

Before we start, do you have any questions for me?

Date:

Name of teacher interviewed:

School:

Name of interviewer:

#### **Implementation**

1. Is this your first or second year as a READ 180 teacher in the Striving Readers Program?

#### In thinking about this 2007-08 school year....

- 2. What aspects of READ 180 are going well so far?
- 3. What aspects of READ 180 are *not* going well so far?

#### **Teacher Implementation of Routines**

- 4. What workshop are your students currently doing? What are some of the factors that influence how quickly you move through the workshops?
- 5. Last year, in the Read 180 survey, teachers said that in a typical week, they made several small changes to the Read 180 model. What are some examples of small changes you may have made in the past few weeks? What are some of the factors that influence whether you make changes?
- 6. Last year, in the Read 180 survey, some teachers said that in a typical week, they may have made substantial changes to the Read 180 model. Have you made substantial changes in 2007-2008? If so, what are some examples? What are some of the factors that influence whether you make changes?
- 7. Are you adding materials or curriculum to Read 180? How regularly are you adding these materials or curriculum? Probe for:
  - MCAS?
  - Standards?
  - John Collins writing?
  - Additional writing?
  - School or district requirements?
  - Books or other library materials?
  - [For Putnam], regular ELA curricula?
- 8. Were any READ 180 model components or READ 180 instructional practices omitted this year? If yes, which components, which strategies?

- 9. This year, is your school or district implementing any policies or programs that affect how you teach READ 180? Probe for:
  - Scheduling issues?
  - District or school assessments?
  - [At Putnam] Shop requirements? Pilot status?
  - Attendance policies?
  - [For Chicopee schools] NEASC (New England Association of Schools and Colleges) accreditation
  - Other reforms?
- 10. What have been the biggest challenges in implementing READ 180 at your school this year? In what ways have those challenges been addressed?
- 11. [For teachers implementing READ 180 for the second year]: Overall, did your classroom implementation of the READ 180 model change from the 2006-07 school year to this school year?
- 12. If yes, how so? What factors influenced how you implemented READ 180 in 2007-08 as compared to 2006-07?
- 13. What has been your experience with READ 180 professional development this year? Are there areas in which you feel more training is needed?

#### **Student Information and Student Outcomes**

- 14. How do you grade students in your Read 180 sections? What evidence do you use to assess student growth?
- 15. Are there any aspects of READ 180 that students find difficult? If so, can you describe those?
- 16. What do your students like best about READ 180? What do they like least?

#### Wrap-up

17. Do you have any additional questions or comments for us?



# The Striving Readers Program Xtreme Reading Teacher Interview Protocol May 2008

#### Introduction

Thank you for taking the time to talk with me today. As you may already know, the Springfield and Chicopee districts have contracted with The Education Alliance at Brown University to conduct the evaluation of the Striving Readers Program. The purpose of this interview is to learn about Xtreme Reading implementation on a school and district level. This interview is not part of an evaluation of your performance as a teacher.

It's important for you to know that while information from our interviews will be included in the evaluation, you will not be identified by name in any reports. This information will not be shared with your principal, other district personnel or professional development providers. Any information reported about the study, as required by the grant, will be aggregated or combined across groups so that individuals cannot be identified.

Our conversation should take no more than 45 minutes. At the end you will also have the opportunity to reflect on any aspects of the Striving Readers Program that may have been overlooked during our conversation. With your permission, we would also like to tape record this interview. The tapes will be stored in a secure location at Brown University and will not be shared with anyone who is not on the evaluation team. Can we tape this interview?

Before we start, do you have any questions for me?

Date:

Name of teacher interviewed:

School:

Name of interviewer:

## **Implementation**

1. Is this your first or second year as an Xtreme Reading teacher in the Striving Readers Program?

# In thinking about this 2007-08 school year....

- 2. What aspects of Xtreme Reading are going well so far?
- 3. What aspects of Xtreme Reading are *not* going well so far?

## **Teacher Implementation of Strategies/Routines**

- 4. What are some of the factors that influence how quickly you and your students move through the Xtreme Reading program? What strategies have you and your students spent the most time on? The least time on?
- 5. Last year, in the Xtreme Reading survey, teachers said that in a typical week, they made small changes to the Xtreme Reading lesson plans. What are some examples of small changes you may have made in the past few weeks? What are some of the factors that influence whether you make changes?
- 6. Last year, in the Xtreme Reading survey, some teachers said that in a typical week, they may have made substantial changes to the Xtreme Reading lesson plans. Have you made substantial changes? If so, what are some examples? What are some of the factors that influence whether you make changes?
- 7. Are you adding materials or curriculum to Xtreme Reading? How regularly are you adding these materials or curriculum? Probe for:
  - MCAS?
  - Standards?

- John Collins writing?
- Additional writing?
- School or district requirements?
- Books or other library materials?
- 8. Were any Xtreme Reading components or instructional strategies omitted this year? If yes, which components, which strategies?
- 9. How do you use technology in your classroom? Probe: AIMsweb
- 10. Other than the GRADE, what types of assessments do you use with your Xtreme students? How did you use these assessment results?
- 11. FOR SPRINGFIELD TEACHERS ONLY: What has been your experience with teaching Xtreme Reading and English language arts during the same block? Follow ups:
  - a. How has that influenced your teaching of Xtreme Reading?
  - b.In a typical week, how much time do you spend on Xtreme Reading versus English language arts?
- 12. This year, is your school or district implementing any policies or programs that affect how you teach Xtreme Reading? Probe for:
  - a. Scheduling issues?
  - b.District or school assessments?
  - c.At Putnam: Shop requirements? Pilot status?
  - d. Attendance policies?
  - e.For Chicopee schools: NEASC (New England Association of Schools and Colleges) accreditation
  - f. Other reforms?
  - 13. What have been the biggest challenges in implementing Xtreme Reading at your school this year? How and to what extent have those challenges been addressed?
  - 14. *[For teachers implementing Xtreme for the second year]:* Overall, did your classroom implementation of the Xtreme model change from the 2006-07 school year to this school year?
  - 15. If yes, how so? What factors influenced how you implemented Xtreme Reading in 2007-08 as compared to 2006-07?

16. What has been your experience with Xtreme Reading professional development this year? Are there areas in which you feel more training is needed?

#### **Student Outcomes**

- 17. How do you grade students in your Xtreme Reading sections? What do you base the grades on? What kinds of evidence help you assess student growth in Xtreme Reading?
- 18. Are there any aspects of Xtreme Reading that students find difficult? If so, can you describe those?
- 19. What do your students like best about Xtreme Reading? What do they like least?

## Wrap-up

20. Do you have any additional questions or comments for us?



# The Striving Readers Program Control Teacher Interview Protocol May 2008

#### Introduction

Thank you for taking the time to talk with me today. As you may already know, the Springfield and Chicopee districts have contracted with The Education Alliance at Brown University to conduct the evaluation of the Striving Readers Program. *The purpose of this interview is to learn about English Language Arts and Reading at your school. This interview is not part of an evaluation of your performance as a teacher.* 

It's important for you to know that while information from our interviews will be included in the evaluation, you will not be identified by name in any reports. This information will not be shared with your principal or other district personnel. Any information reported about the study, as required by the grant, will be aggregated or combined across groups so that individuals cannot be identified.

Our conversation should take no more than 45 minutes. At the end you will also have the opportunity to reflect on any aspects of the Striving Readers Program that may have been overlooked during our conversation. With your permission, we would also like to tape record this interview. The tapes will be stored in a secure location at Brown University and will not be shared with anyone who is not on the evaluation team. Can we tape this interview?

Before we start, do you have any questions for me?

Date:

Name of teacher interviewed:

School:

Name of interviewer:

## Teacher background and training

- 1. How many years have you been teaching?
- 2. How many years, including this one, have you been teaching at this school?
- 3. What courses do you teach? What grade levels?
- 4. What kinds of training or professional development have you had in teaching reading, writing or literacy during the 2006-07 and 2007-08 school years?
  - Courses?
  - Workshops?
  - Professional development at your school or district?
  - Conferences?

#### Characterizing curriculum and instruction

- 5. How many students are enrolled in your 9<sup>th</sup> grade ELA control class?
- 6. Tell me about English 9. What are the core components of the course?
  - What are your major reading requirements?
  - What are your major writing requirements?
  - What are your expectations for skills or content?
- 7. Have the ELA requirements for your district changed from 2006-07 to 2007-08. If yes, please describe theses changes. [Probe for changes in curriculum, pacing, instruction].
- 8. How do you develop your lesson plans? What kinds of resources do you use? Probes:
  - Ideas/materials from other teachers?
  - Guidance/materials from your department?
  - Websites?
  - Books or manuals?
  - Standards?
  - MCAS?
- 9. What do you base student grades on in this course?
  - What kinds of assessments do you use in this class?
- 10. What kinds of formative assessments do you use?

- 11. Do you divide your students into smaller groups? If so, how do you decide which students to group together? How frequently do you divide students into smaller groups or pairs?
- 12. What is your approach to teaching writing in English 9?
  - The writing process?
  - Writing for different audiences?
  - Writing for different purposes?
- 13. What is your approach to teaching reading in English 9?
- 14. What are your biggest challenges in teaching English 9?
- 15. How similar are the English 9 classes that are taught in this school? What are some of the major differences?

# **Reading supports**

- 16. What do your students have difficulty with in reading? What do you do in English 9 to address any difficulties?
- 17. Do any of the students in this class get extra help with reading or literacy <u>outside</u> of this class? Which kinds of students? What kinds of extra help or programs?

#### **Establishing treatment contrast**

- 18. Do you have your students use any technology during your English 9 class? What do they use it for? Probes:
  - Any kind of instructional software?
  - Word processing?
  - Skill building?
  - Spelling practice?
  - Internet research?
  - Audiobooks?
- 19. Do your students do any independent or self-selected reading during class time?
  - If so, what do they read?
  - If so, how often do they do so?

- 20. Do you teach any explicit reading or learning strategies? If so, can you describe them? Probes:
  - Memorization strategies?
  - Graphic organizers?
  - Strategies for understanding concepts?
  - Comprehension strategies?
- 21. Do you teach any vocabulary? If so, how do you teach it?
  - Where do the words come from?
  - Do you teach any particular strategies for learning or memorizing vocabulary words?
  - Do you teach any decoding strategies for difficult words?
- 22. Do you teach spelling? If so, how do you teach it?
- 23. Have you ever been trained in Read 180?
  - If so, can you tell me when?
  - Have you used any Read 180 materials in your classes this year?
  - Have you used any Read 180 practices in your class this year?
- 24. Have you ever been trained in the Strategic Instruction Model's Xtreme Reading or any of the Content Enhancement Routine strategies?
  - If so, can you tell me when?
  - Have you used any Xtreme Reading materials in your class this year?
  - Have you used any Xtreme Reading practices in your class this year?

## Wrap-up

25. Do you have any additional questions or comments for us?

# APPENDIX D

# CLASSROOM OBSERVATION PROTOCOLS (READ 180, XTREME READING, AND CONTROL CLASSROOMS)

Acknowledgment of Developer Protocol Sources:

Scholastic, Inc. and University of Kansas Center for Research on Learning (KU-CRL)



Striving Readers: Classroom Observation Protocol for Read 180 Enterprise Edition **Section A: Basic Descriptive Information** 

Date of observation:	
Observer name:	
Teacher name:	
School name:	
Grade level(s):	
Number of teacher aides:	
Number of students enrolled:	
Number of students present:	
Number of students tardy:	
Lesson start time:	
Lesson end time:	

Observers: Please refer to the Striving Readers observation guidelines prior to conducting the observation.

This observation protocol was adapted by The Education Alliance at Brown University from the Tool 1 Classroom Observation Protocol developed by Scholastic, Incorporated for Read 180 Enterprise Edition.

# SECTION B. I. Classroom Organization, Materials, and Equipment 1. In general, does the classroom contain the materials and equipment specified by the READ 180 EE Instructional Model? Yes □ No Specify what is missing: Student computer area and functioning computers, including headsets and microphones ☐ Modeled and Independent reading area with comfortable seating ☐ Small-Group Instructional area ☐ Whole-Group Instructional area ☐ Whole-Group Wrap-Up area READ 180 Paperback Library, with books labeled by level Operational CD players for students to listen to Audiobooks ☐ TV or projector for viewing Anchor Videos Clearly visible guidance and expectations for student performance and behavior Use this space for additional comments about materials and equipment and the spatial organization and layout of the classroom. Instruction

#### II.

**Whole-Group Instruction** 

Start time:

End time:

ins ma	struction. Describe the main task, the teacher struction. Describe the main task, the teacher sterials used (noting page numbers if possible adents' actions during this segment of the les	's actions, the e), and the
2.	Are the instructional activities part of a READ 180	) rBook Workshop?
If y	Yes No res, specify which workshop and the page numbers	of materials:
3.	Do all students have an rBook?	
	☐ Yes ☐ Some of them have rBooks	□No
4.	Are students using their rBooks for writing responduestions and prompts?	nses to the teacher's
	☐ Yes ☐ Some of them are using rBooks	□No
5.	If some or all of the students are <b>not</b> writing in rB notebooks or something similar in which to write questions and prompts or to complete rBook work	responses to teacher's
	Yes Some of them do	□No
6.	Use the following chart on page 15 to indicate wh teacher used to encourage and structure student of Whole-Group Instruction. For each <b>Red Routine</b> indicate (1) whether the teacher makes the purpost the routine clear both by providing clear direction modeling appropriate participation and/or response the students appear to know how to follow the routine clear beautiful to the students appear to know how to follow the routine clear beautiful to the students appear to know how to follow the routine clear beautiful to the students appear to know how to follow the routine clear beautiful to the students appear to know how to follow the routine clear beautiful to the students appear to know how to follow the routine clear beautiful to the students appear to know how to follow the routine clear beautiful to the students appear to know how to follow the routine clear beautiful to the students appear to know how to follow the routine clear beautiful to the students appear to know how to follow the routine clear beautiful to the students appear to know how to follow the routine clear beautiful to the students appear to know how to follow the routine clear beautiful to the students appear to know how to follow the routine clear beautiful to the students appear to know how to follow the routine clear beautiful to the students appear to know how to follow the routine clear beautiful to the students appear to know how to follow the routine clear beautiful to the students appear to know how to follow the routine clear beautiful to the students appear to know how to follow the routine clear beautiful to the students appear to know how to follow the routine clear beautiful to the students appear to know how to follow the routine clear beautiful to the students appear to know how to follow the routine clear beautiful to the students appear to know how to follow the routine clear beautiful to the students appear to	engagement during that you observe, se and expectations for as and explicitly nses and (2) whether

peers and ap	participation (inclopropriate written use any of the Re	n and oral re	esponses to teach		<ul><li>11. Do the students work with any materials other than those included in READ 180 EE?</li><li>☐ Yes</li><li>☐ No</li></ul>
	<u> </u>				☐ Yes ☐ No If yes, briefly describe the materials:
If the teacher use appropriate.	s at least one rou	tine, comple	ete the chart belo	w as	
арргорпасс.					12 Does the teacher make explicit connections between the Whole Crown
Red Routine	Purpose a Expectations		Students A Know How Rout	to Follow	12. Does the teacher make explicit connections between the Whole-Group learning activities and the content or focus of the Small-Group instruction that will follow the Whole Group session?
	Yes	No	Yes	No	☐ Yes ☐ No
Teaching Vocabulary Dral Cloze Think(Write)-Pair-Share					13. Does the teacher make explicit connections between Whole-Group learning activities and the content and/or assignments in other classes?
dea Wave Numbered Heads					☐ Yes ☐ No
Vriting Process					
Peer Feedback 7. Briefly descr	ribe any other ins	tructional st	rategies that the	teacher uses.	Small-Group Instruction Start time: End time:
instruction? ☐ All of the		alf of them	Few or none	of them	Briefly summarize the instructional focus of one of the small-group instructional rotation. Describe the main task or focus, teacher's actions, the materials used (noting page numbers if possible), and the students' actions during this segment of the lesson. Briefly describe the instructional strategies the teacher uses in one-on-one instruction, if there are any.
work and th	cher provide expeir participation i	in whole-gro	oup learning acti	vities?	
10. Does the tea	•	l materials ir	n the Whole-Gro	up session?	14. Does the teacher provide any one-on-one instruction or support during the Small-Group instructional session?
☐ Yes If yes, indicate w	□ No hich RDI materia	als.			☐ Yes ☐ No If yes, approximately how much of the Small-Group Instructional time is devoted to one-on-one instruction?
					☐ Less than 5 min. ☐ 5-10 min ☐ 10-15 min ☐ 20 minutes

Group Instrument of the clear both by appropriate students appropriate their active peer and appropriate appropriate their active peer and appropriate the students appropriate appropriate appropriate the students appropriate appropriate the students appropriate appropriate appropriate the students appropriate the studen	urage and struuction. For each teacher makes providing cle participation abear to know hoarticipation (ipropriate writt	cture student of h Red Routine is the purpose as and/or responstow to follow the ncluding appropen and oral res	engagement dur that you observe and expectations and explicitly mo ses and (2) whet are routine, as in opriate verbal in sponses to teach	ing Small- ve, indicate (1) for the routine odeling her the dicated by atteractions with	If y	180 EE? □ Yes ves, describe	Idents work wi
Does the teacher Yes	use any of the No	Red Routines?	'		21.		eacher make ex ectivities and th
Complete the cha	art below for ea	ach routine obs	served. Use an 'i	X' to mark your		session?	
response.				,		Yes	☐ No
Red Routine	Purpose Expectatio		Students A	to Follow	22.	learning a	reacher make ex activities and th
	Yes	No	Yes	No		∐ Yes	☐ No
Teaching Vocabulary Oral Cloze Think(Write)-Pair-Share Idea Wave Numbered Heads Writing Process Peer Feedback  16. Briefly description	ribe any other i	instructional st	rategies that the	e teacher uses.	23.	rotation for following READ 180	able to attend, or the groups your the groups your Did all of the DEE class: (check the same focus (and grammar, furn the same instructive same instructive)
_	l rotation? em □About cher provide e n in small-grou □teacher prov	t half of them xplicit feedbac up learning acti vides feedback	Few or nk on student wo vities?	one of them ork and their ts \( \sum \) No	Sta	Briefly de best of you enough of judge.	scribe any signi ur ability to jud f the other smal
☐ Yes If yes, which RD	☐ No I materials doe	es the teacher u	se?		En	nd time:	

20. Do the students w 180 EE? Yes	vork with materials other than those included in READ
If yes, describe the ma	terials
21. Does the teacher learning activities session?	make explicit connections between the small-group s and those included in the earlier Whole-Group
☐ Yes ☐ I	No
	make explicit connections between Small-Group s and the content and/or assignments in other classes?
☐ Yes ☐ I	No
rotation for the gr following: Did al	attend, even partially, to the small-group instructional roups you are <i>not shadowing</i> , please respond to the l of the small-group sessions that occurred during the s: (check all that apply):
	e focus (e.g. vocabulary/work study, comprehension, mar, functional literacy)
☐ Rely on the sa	me instructional strategies and activities
Use the same i	instructional materials
best of your abilit	ny significant variations in each of these areas to the cy to judge OR note that you were not able to observe the small-group instructional segments to be able to
Modeled and Indep Start time: End time:	pendent Reading

Briefly summarize the focus of one of the modeled an independent reading rotation. Describe how many str	
reading print books, audiobooks, or writing in logs/jo Describe what they're reading, listening to or writing, if possible	urnals.
24. Do students who are using the READ 180 Audiobooks ap listening and following along with the text?	29. Do students appear to be working in more than one zone during the computer rotation?  Dear to be Some are working in multiple zones No
Yes No No, because students are not us  25. Do students who are reading appear to be on task in their	Start time:
activities?  Yes Some are engaged No  No  26. Are students who are writing in reading logs or journals on task?	lesson:
Yes Some are writing in logs or journals	No
Computer Rotation Start time: End time:	30. Does the teacher review key points in the lessons of reading?
Briefly summarize what students are working on duri computer rotation.	g the ☐ Yes ☐ No
•	31. Do students reflect on literacy or learning experiences?
27. What proportion of students are on task during the comp instructional rotation?  ☐ Almost all of them ☐ About half of them ☐ Few them	Classroom Management or none of  Based on the entire observation of the READ 180 EE class, answer the following
28. Do any of the students appear to be having trouble using computers?	the questions.
☐ Yes, some are having trouble ☐ No	32. Are expectations for rotations, student work, and behavior clear and explicit?

Yes, as indicated by clear directions from the teacher
$\square$ Yes, as indicated by displays that are posted on classroom walls and elsewhere
Yes, as indicated by students' actions
□No
Overall, did student behaviour interfere with the Read 180 lesson delivery?
Yes, during most of the class
Yes, for parts of the class
☐ No, very little
Post observation interview questions:
1. Were any students absent today? If so, how many students?
2. Was today a typical lesson? Did I observe anything that was unusual for your class? If so, can you tell me more about it?

. 1	What has this class been working on over the past week?
	<u> </u>



# **Striving Readers:** Classroom Observation Protocol for XTREME Classrooms

# **Section A. Basic Descriptive Information**

Observers: Please refer to the Striving Readers observation guidelines prior to conducting the observation.

Date of observation:	
Observer name:	
Teacher name:	
School name:	
Grade level (s):	
Number of teacher aides:	
Number of students present:	
Number of students tardy:	
Lesson start time:	
Lesson end time:	

#### **Section B. XTREME Lesson Description**

In a paragraph or two, describe the lesson you observed. This description should be a summary of the notes you took while scripting the lesson. Include enough detail to provide a context for the ratings you will provide and to serve as a vignette. Make sure to note the duration of each major segment (e.g., whole group discussion, small group work, independent seat work, computer work, etc) of the lesson in your description. Indicate the percentage of students "on task" for each of the activities observed. (For example, if students were using audiobooks, did they appear to be listening and following along with the text? If students were reading independently, did they appear to be engaged in their reading activities? Were students writing in the logs or journals? Were students actively listening and participating in whole group discussions?) A sample lesson description is provided in the Guide for your reference.

Write your Lesson Summary	in the space below:	

Write your <b>Lesson Script/Observation Notes</b> in the space below:				

# **Section C. Classroom Environment**

Indicate whether or not you have observed each element of classroom environment listed below.

1. Classroom Environment Elements			
	Yes	No	Don't know
a) Use of technology (computers, software,			KITOW
audio equipment)			
b) Posters/displays (showing student			
expectations, ELA standards, self-monitoring			
charts, rubrics, etc.)			
c) Postings and references to vocabulary words			
(e.g., interactive word wall)			
d) Use of texts (e.g. classroom libraries,			
textbooks, class novels, audio books, etc)			
e) Are some of the posters/displays SIM Xtreme			
posters/displays			
f) Does the teacher reference to any of these SIM			
Xtreme posters/displays during the lesson?			
g) Are the texts used published by Blueford			
Press and used in the XTREME program?			
h) Are students using XTREME notebooks			
and/or materials?			
i) In general, does the classroom contain the			
materials and equipment specified by the			
XTREME Reading model?			
j) Overall, do students appear to be on task?			
2. For each element observed, please describe.			

# Section D. SIM XTREME (Instructional activity and focus of the lesson)

Indicate the extent to which each teacher action was observed.

# Organization of lesson/classroom management

Yes	No	Don't Know
		Don't Know
a) Introduce class to a start-up activity  • the teacher gives students a short in-seat activity at the start of class		
b) Provide an advance organizer		
• Provide an overview of the daily agenda (i.e. verbally, on board, on overhead)		
Either introduce new lesson or review and orient students to point in the lesson		
c) Communicate his or her expectations for students before the activity or transition begins		
d) Monitor student behavior by circulating and visually scanning the room		
Circulate in unpredictable patterns		
<ul> <li>Use proximity to deter misbehavior</li> </ul>		
e) Provide specific, immediate feedback during the activity and at the conclusion of the activity		
<ul> <li>Calmly, quickly point out incorrect behavior and cue appropriate behavior</li> </ul>		
<ul> <li>Recognize appropriate behavior and how it upholds principles of strong learning community</li> </ul>		
f) Refer to appropriate social skills (SCORE), as needed		
<ul> <li>The teacher talks about appropriate social skills such as sharing ideas, complimenting, offering help/encouragement, recommending changes nicely, exercising self-control.</li> </ul>		
2. For each element observed, please describe.	·	<u> </u>

# Focus of lesson/major student activities

3.Does the teacher have students:			
	Yes	No	Don't Know
a) Do silent reading			
b) Do paired reading			
c) Do guided reading			
d) Learn or review vocabulary words			
e) Ask questions about what they are reading			
f) Work on their book studies			
4. What page of the binder are students on? Or what less	son?		
5. To what extent does the teacher follow the Xtreme Remanual?	eading lesson	contents, per	the

# Use of device (s)

6. During the lesson, do students spend time on learning or using a particular device?
☐ Yes ☐ No
7. If yes, provide a general and brief description of how the device is being used. (For example: Are students being introduced to it? Practicing it? Going over the steps of the device? Filling out a template? Taking a quiz about it?).
If was also complete the following table

If yes, also complete the following table.

8. To what extent does the teacher:			
	Yes	No	Don't know
a) Introduce or review a content enhancement device and its use?			
<ul> <li>The teacher names the device for the class before using it</li> <li>The teacher defines the device and explains why it is important</li> </ul>			
b) Ask questions about the purpose of the device and/or explain adaptations or extensions?			
<ul> <li>The teacher asks the students to identify the purpose of the device</li> <li>The teacher explains how and why he/she modified the device (e.g., added an additional organizational tier on the course organizer)</li> </ul>			
c) Remind students about expectation to participate and take notes?			
• The teacher explains that the class will use/complete the device as			
a group			
• The teacher informs the students that they will participate in the discussion and complete the device with the class			
d) Is accurate in his/her use of Linking Steps?			
<ul> <li>The teacher uses content appropriate to the device</li> </ul>			
<ul> <li>The teacher accurately uses the device</li> </ul>			
e) Enter information on the device clearly and legibly?  Print is large enough to be read at the back/sided of the room			
<ul> <li>If given hard copies, quality of print is readable</li> </ul>			
<ul> <li>Abbreviations/acronyms are explained/understood by students</li> </ul>			
f) Obtain information from students to complete the device?  The teacher directs students to their notes or previously completed device to generate information for the device			
<ul> <li>The teacher starts the students off in the use of a device (e.g., provides the main ideas in a FRAME)</li> </ul>			

•	The teacher calls on students or asks for volunteers to contribute information for the device		
	e/guide student contributions to ensure quality, accuracy, and		
	g of critical content?		
•	The teacher restates contributions to ensure accuracy		
•	The teacher clarifies/corrects inaccurate contributions		
•	The teacher questions students on others' contributions (e.g., Do you agree? How else might that be said?		
•	The teacher delves for more information on contributions		
-	The teacher reviews/emphasizes contributions		
h) Promp	pt/help students to use the device?  The teacher monitors students' independent use of devices and assists as needed		
•	The teacher refers students to a previously completed device (e.g., using a previously completed unit organizer as an example)		
•	The teacher collects or indicates he/she will collect a hard copy of students' completed assignment		
i) Promp tasks?	pt/help or guide students to use the device to complete other		
•	The teacher completes a task with students that requires the use of a previously completed device		
-	Teacher calls on students or asks for volunteers to contribute information for a task that requires the use of a previously completed device		
•	The teachers assigns students a task that requires the use of a previously completed device		
-	The teacher monitors students' independent work using device to complete task and assists as needed		
•	The teacher collects or indicates he/she will collect a hard copy of students' completed assignment		
j) Reviev guide lea	ew/prompt students to explain how the device helps link and earning?		
stude inform today • Comm	nments about the device's role in organizing content or how device helps ents learn new information. (e.g., 'How does the Frame help us learn rmation about forms of government?' 'Why did we use the LINCing strategy ty?') uments about what steps are necessary to use the device (e.g., 'What does the hinding Word do?' 'What does a good Reminding Story include?')		
k) Revie	ew main learning points with students?		
what	teacher asks review questions about content: main ideas, essential details, 'so t' conclusion, etc. ('What's the Reminding Word for tsunami?' 'What stions about this unit should you be able to answer before the test?')		
l) Remin	nd/prompt/discuss use of the device beyond this class?		
· ·	teacher comments that students should keep device in their notebooks		
■ The to	teacher directs students to use the device for an assignment or paper, or use it n studying for a test		



# **Striving Readers:** Classroom Observation Protocol for Control Classrooms

# Section A. Basic Descriptive Information

Observers: Please refer to the Striving Readers observation guidelines prior to conducting the observation.

# Section B. Lesson Description

In a paragraph or two, describe the lesson you observed. This description should be a summary of the notes you took while scripting the lesson. Include enough detail to provide a context for the ratings you will provide and to serve as a vignette. Make sure to note the duration of each major segment (e.g., whole group discussion, small group work, independent seat work, computer work, etc) of the lesson in your description. Indicate the percentage of students "on task" for each of the activities observed. (For example, if students were using audiobooks, did they appear to be listening and following along with the text? If students were reading independently, did they appear to be engaged in their reading activities? Were students writing in the logs or journals? Were students actively listening and participating in whole group discussions?) A sample lesson description is provided in the Guide for your reference.

Write your Lesson Summary in	the space below:	

Write your Lesson Script/Observation Notes in the space below:			

# **Section C. Classroom Environment**

Indicate whether or not you have observed each element of classroom environment listed below.

1. Classroom Environment Elements			
	Yes	No	Don't know
a) Use of technology (computers, software, audio			
equipment)			
b) Use of Read 180 software			
c) Use of texts (e.g. classroom libraries, textbooks, class novels, audio books, etc)			
d) Use of texts published by Scholastic (red logo) and used in Read 180			
e) Use of texts published by Bluford Press and used in Xtreme Reading Program			
f) Posters/displays (showing student expectations, ELA standards, self-monitoring charts, rubrics, etc.)			
g) Postings and references to vocabulary words (e.g., interactive word wall)			
h) Read 180 posters/displays			
i) SIM Xtreme posters/displays			
j) Teacher reference to any of these posters/displays during the lesson			
k) Students using Read 180 rbooks			
1) Students using XTREME notebooks/material			
2. For each element observed, please describe.			

# Section D. Contrast to key elements of Read 180 and SIM XTREME (note: include the items that will be used as the fidelity score for both programs??)

# **Contrast for Read 180:**

	Yes	No	Don't know
1a) Are the instructional activities part of a READ 180 rBook Workshop?			
1b) Do the instructional activities follow the READ 180 rotation? (e.g., start-up activity, small group skill instruction using Rbook, computer work, independent reading and wrap-up)?			

1b) Do the instructional activitied 180 rotation? (e.g., start-up activinstruction using Rbook, compureding and wrap-up)?	ity, small gro	oup skill			
2. For each element observed, pl	lease describe	).			
<u> </u>					
3. Are specific RED routines use	ed? See Guide	e for a descrip	otion of each	routine.	
Red Routine					
	Yes	No	Don't know		
a) Teaching Vocabulary					
b) Oral Cloze					
c) Think(Write)-Pair-Share					
d) Idea Wave					
d) Idea Wave e) Numbered Heads					
d) Idea Wave e) Numbered Heads f) Writing Process					
d) Idea Wave e) Numbered Heads					
d) Idea Wave e) Numbered Heads f) Writing Process					
d) Idea Wave e) Numbered Heads f) Writing Process	h RED routin	e observed:			
d) Idea Wave e) Numbered Heads f) Writing Process g) Peer Feedback	h RED routin	e observed:			
d) Idea Wave e) Numbered Heads f) Writing Process g) Peer Feedback	h RED routin	e observed:			

# **Contrast for SIM XTREME:**

5. Are specific SIM Xtreme routines used? See Guide for a description of each routine.

SIM XTREME Routine			
	Yes	No	Don't
			know
a) ACHIEVE expectations			
b) Talking Together program			
c) SCORE Skills program			
d) Possible Selves program			
e) Book Study program			
f) Vocabulary LINCing Strategy			
g) Word Mapping Strategy			
h) Self Questionning Strategy			
i) Visual Imagery Strategy			
j) Summarizing Strategy			
k) Paraphrasing Strategy			
1) Inference Strategy			
m) Unit Organizer Routine			
n) Framing Routine			
o) Concept Mastery Routine			
p) Guided Practice			
q) Independent Practice			
r) Co-construction of strategies and			
routines			
6. Describe the evidence for each SIM XTREME	E routine observ	ed:	

# **Section E. Literacy Strategies**

Indicate the evidence observed for each item.

			Eviden	ce
		YES	NO	DK
1. Co	mprehension –			
The te	eacher prompts students to			
a.	predict what will happen next in fiction or			
	non-fiction texts when reading			
b.	verbally summarize passages in their own			
	words			
c.	create mental images to deepen their			
	understanding			
d.	select or use different reading strategies			
	(e.g., reading for information, reading for			
	detail, skimming, etc.)			
e.	answer analytic questions about the text (as			
	opposed to questions focused on factual recall			
	or literal detail)			
f.	1 /			
g.	monitor their own comprehension and			
	recognize when they don't understand			
h.	draw upon students' prior knowledge as they			
	work with text.			
Comp	rehension Evidence:			
Comp	refletision Evidence.			
2. Flu	lency			
	,			
The te	eacher has students			
a.	do paired reading			
	do choral or echo reading			
	do silent-reading in class			
	listen to taped or live read alouds/think			
	alouds			
e.	do reading aloud			
f.	use technology to practice reading or			
	language arts or strategies			
Fluend	cy Evidence:			
3. Wo	ord Attack & Vocabulary			
	eacher discusses, instructs or reviews			
a.	word parts (e.g. suffixes, prefixes, root words			
	(cognates)			
b.	decoding rules (e.g., phonics)			
c.	parts of speech			
d.	inferring meaning using context			

e. other strategies for identifying and learning	
words that have unfamiliar meanings	<u> </u>
The teacher	
f. has students use specialized vocabulary in context	
g. points out key vocabulary while speaking,	
reading and writing	
h. has students revisit learned vocabulary words	
Word Attack & Vocabulary Evidence:	
4. Writing	
The teacher	
a. delivers explicit instruction of writing as a	
process	
b. asks student to do journaling	
c. asks students to take notes	
<ul> <li>d. has students engage in free writing, pre- writing or written brainstorming</li> </ul>	
e. has students engage in peer conferencing about writing	
f. teaches revision strategies	
g. asks students to write for different goals	
and audiences	
h. teaches grammar and writing conventions	
Writing Evidence:	
5. Student involvement	
The teacher prompts students to	
a. articulate goals they are working to improve	
their literacy habits and skills	
b. consider why literacy is relevant and	
important to students' present and future	
c. consider how student success will be	
assessed (e.g. rubric/quality indicators,	
successful exemplars of student work)	
d. Reflect on what they learned (e.g. wrap-up)	
Student Evidence:	
6. Teacher pedagogy	
The teacher engages in	
a. modeling	
b. guided practice in small groups or pairs with	
review	
c. feedback and coaching	
d. independent practice with feedback	
Teacher evidence:	

# **APPENDIX E**

## ADMINISTRATOR INTERVIEW PROTOCOLS

ELA Chair, ELA Director, Guidance, Reading ILS, Principal-Vice Principal, SPED Director, SPED Supervisor, Superintendent

Acknowledgment of Developer Protocol Sources:

Scholastic, Inc. and University of Kansas Center for Research on Learning (KU-CRL)



# The Striving Readers Program Interview Protocol for ELA Department Chairs/Heads/Supervisors May 2008

#### Introduction

Thank you for taking the time to talk with me today. As you may already know, the Springfield and Chicopee districts have contracted with The Education Alliance at Brown University to conduct the evaluation of the Striving Readers Program. *The purpose of this interview is to learn about Striving Readers implementation from your perspective.* 

It's important for you to know that while information from our interviews will be included in the evaluation, you will not be identified by name in any reports. This information will not be shared with your principal or other district personnel. Any information reported about the study, as required by the grant, will be aggregated or combined across groups so that individuals cannot be identified.

Our conversation should take no more than 45 minutes. At the end you will also have the opportunity to reflect on any aspects of the Striving Readers Program that may have been overlooked during our conversation. With your permission, we would also like to tape record this interview. The tapes will be stored in a secure location at Brown University and will not be shared with anyone who is not on the evaluation team. Can we tape this interview?

Before we start, do you have any questions for me?

_	_				
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Name of person interviewed:

Title: School:

Name of interviewer:

#### Background

- 1. How many years have you been at this school? How many years have you been the ELA department chair/head?
- 2. Can you describe to me your role and your major responsibilities?

## **Implementation**

3. In what ways, if any, are you involved with the Striving Readers program? [If at the school for 2 years or more]: Has your involvement changed from the 2006-07 school year to the 2007-08 school year?

Probes:

- Level of involvement
- Type of involvement
- 4. What aspects of Striving Readers are going well so far this year? [Note: probe specifically for Read 180, SIM Xtreme Reading, SIM-CERT].

Probes:

- quality and frequency of professional development from program developers
- availability of course instructional materials and supporting technology
- administration of student assessments
- teacher enthusiasm for the program and "buy-in"
- district and school staffing and workload, etc.
- 5. What aspects of Striving Readers are *not* going well so far this year? [Note: probe specifically for Read 180, SIM Xtreme Reading, SIM-CERT].

  Probes:
  - quality and frequency of professional development from program developers
  - availability of course instructional materials and supporting technology
  - administration of student assessments
  - teacher enthusiasm for the program and "buy-in"
  - district and school staffing and workload, etc.

<sup>\*</sup>Items taken from RMC, SR Portland

- 6. Besides Striving Readers, what kinds of programs or supports does your school provide to students who were struggling with reading?
  - What kinds of students receive these supports?
  - How are these students identified?
  - Who identifies struggling students?
  - Do supports and identification vary from school to school within your district?
- 7. Have these reading and literacy supports changed from the 2006-07 school year to this year?
- 8. What are the core components of English 9 at this school? What are some elements that all of the ELA 9 courses have in common? In what ways do they differ?
- 9. Have the ELA requirements for your district changed from 2006-07 to 2007-08. If yes, please describe theses changes. [Probe for changes in curriculum, pacing, instruction].
- 10. What is MCAS prep? Who takes this class? How does it differ from regular English?
- 11. In the past five years, what other major *literacy* reform efforts has your school been involved in? How and why were these efforts chosen? Are they still being implemented? Why were they stopped? Have here been any outcomes?

#### **Outcomes**

12. How do you think the Striving Readers programs have affected participating students? What evidence have you seen?

#### Wrap-up

13. Do you have any additional questions or comments for us about Striving Readers or English language arts/reading at this school?

<sup>\*</sup>Items taken from RMC, SR Portland



# The Striving Readers Program Interview Protocol for English Language Arts, Reading or Curriculum Directors (District staff) May 2008

#### Introduction

Thank you for taking the time to talk with me today. As you may already know, the Springfield and Chicopee districts have contracted with The Education Alliance at Brown University to conduct the evaluation of the Striving Readers Program. *The purpose of this interview is to learn about Striving Readers implementation from your perspective.* 

It's important for you to know that while information from our interviews will be included in the evaluation, you will not be identified by name in any reports. This information will not be shared with school or other district personnel. Any information reported about the study, as required by the grant, will be aggregated or combined across groups so that individuals cannot be identified.

Our conversation should take no more than 45 minutes. At the end you will also have the opportunity to reflect on any aspects of the Striving Readers Program that may have been overlooked during our conversation. With your permission, we would also like to tape record this interview. The tapes will be stored in a secure location at Brown University and will not be shared with anyone who is not on the evaluation team. Can we tape this interview?

Before we start, do you have any questions for me?

Date:

Name of person interviewed:

Title: School:

Name of interviewer:

#### Background

- 1. Can you describe to me your role and your major responsibilities?
  - How long have you been in your current role?
  - How long have you been working in the district?

#### **Implementation**

- 2. In what ways, if any, are you involved with the Striving Readers program? [If at the district for 2 years or more]: Has your involvement changed from the 2006-07 school year to the 2007-08 school year?
  - Probes:
    - Level of involvement
    - Type of involvement
- 3. What aspects of Striving Readers are going well so far this year? [Note: probe specifically for Read 180, SIM Xtreme Reading, SIM-CERT].

Probes

- quality and frequency of professional development from program developers
- availability of course instructional materials and supporting technology
- administration of student assessments
- teacher enthusiasm for the program and "buy-in"
- district and school staffing and workload, etc.
- 4. What aspects of Striving Readers are *not* going well so far this year? [Note: probe specifically for Read 180, SIM Xtreme Reading, SIM-CERT].

Probes:

- quality and frequency of professional development from program developers
- availability of course instructional materials and supporting technology
- administration of student assessments
- teacher enthusiasm for the program and "buy-in"
- district and school staffing and workload, etc.

<sup>\*</sup>Items taken from RMC, SR Portland

- 5. Besides Striving Readers, what kinds of programs or supports does your district provide to students who were struggling with reading?
  - What kinds of students receive these supports?
  - How are these students identified?
  - Who identifies struggling students?
  - Do supports and identification vary from school to school?
- 6. What are the core components of English 9 in your district? What are some elements that all of the ELA 9 courses have in common? In what ways do they differ?
- 7. How different are the English language arts classes (grades 9-12) from school to school or from teacher to teacher?
- 8. Have the ELA requirements for your district changed from 2006-07 to 2007-08? If yes, please describe these changes. [Probe for changes in curriculum, pacing, instruction].
- 9. What is MCAS prep? Who takes this class? How does it differ from regular English?
- 10. In the past five years, what other major *literacy* reform efforts has your school been involved in? How and why were these efforts chosen? Are they still being implemented? Why were they stopped? Have here been any outcomes?
- 11. Is your district involved in any other reforms or initiatives that have an influence on English language arts or Striving Readers?

#### Wrap-up

- 12. Do you have any additional questions or comments for us about Striving Readers or English language arts/reading at this school?
- 13. Can you recommend other people to talk to at the school who could provide helpful information on Striving Readers or ELA/literacy programs at this school?



# The Striving Readers Program Interview Protocol for Schedulers/Guidance Counselors May 2008

#### Introduction

Thank you for taking the time to talk with me today. As you may already know, the Springfield and Chicopee districts have contracted with The Education Alliance at Brown University to conduct the evaluation of the Striving Readers Program. *The purpose of this interview is to learn about Striving Readers implementation from your perspective.* 

It's important for you to know that while information from our interviews will be included in the evaluation, you will not be identified by name in any reports. This information will not be shared with your principal or other district personnel. Any information reported about the study, as required by the grant, will be aggregated or combined across groups so that individuals cannot be identified.

Our conversation should take no more than 45 minutes. At the end you will also have the opportunity to reflect on any aspects of the Striving Readers Program that may have been overlooked during our conversation. With your permission, we would also like to tape record this interview. The tapes will be stored in a secure location at Brown University and will not be shared with anyone who is not on the evaluation team. Can we tape this interview?

Date	
Daic	

Name of person interviewed:

Title: School:

Name of interviewer:

1. How many years have you been at this school? How many years have you been the in your current job position?

2. Can you describe to me your role and your major responsibilities?

#### **Implementation**

- 3. In what ways, if any, are you involved with the Striving Readers program? [If at the school for 2 years or more]: Has your involvement changed from the 2006-07 school year to the 2007-08 school year?

  Probes:
  - Level of involvement
  - Type of involvement
- 4. What kind of background information or orientation were you given to Striving Readers prior to doing the scheduling of students identified for placement in READ 180, Xtreme or the 9<sup>th</sup> grade control class?
- 5. Can you talk me through your process of scheduling students who have been identified as being placed in Read 180, Xtreme Reading, or 9<sup>th</sup> grade control group English?
  - Who gives you the information about which students are supposed to be placed in Striving Readers classes? How does the communication process work?
  - What do you do when a student's placement in one of the Striving Readers classes conflicts with something the student needs to take?
  - According to the original Striving Readers plan, the students who are taking Xtreme Reading would take their other core courses (English language arts, math, science, history, etc.) with teachers who have been trained in the Content Enhancement Routines. Is this something you are aware of? If so, how do you build a schedule for a student who is in Xtreme Reading?
  - What do you do when a student does not want to be placed in Read 180 or Xtreme Reading?

- What do you do when a parent does not want their child to be placed in Read 180 or Xtreme Reading?
- 6. Were you involved in scheduling students for Striving Readers last year? If yes, did the process for scheduling students (as you just described) change from the 2006-07 school year to the 2007-08 school year?
- 7. Besides Striving Readers, what kinds of programs or supports does your school provide to students who were struggling with reading?
  - What kinds of students receive these supports?
  - How are these students identified?
  - Who identifies struggling students?
  - Do supports and identification vary from school to school within your district?
- 8. Have these reading and literacy supports changed from the 2006-07 school year to this year?
- 9. What has been the biggest challenge in terms of scheduling Striving Readers students this year? How have you tackled the challenges? Did you work with anyone who helped work through the challenge?
- 10. Have any **school** policies or programs affected your work with Striving Readers students? If so, can you describe these?
- 11. Have any **district** policies or programs affected your work with Striving Readers students? If so, can you describe these?
- 12. What aspects of Striving Readers are going well so far? [Note: probe specifically for Read 180, SIM Xtreme Reading, SIM-CERT].
- 13. What aspects of Striving Readers are *not* going well so far? [Note: probe specifically for Read 180, SIM Xtreme Reading, SIM-CERT].
- 14. What advice would you have for other schedulers who are participating in a Striving Readers Program?
- 15. Do you have any additional questions or comments for us?



# The Striving Readers Program Interview Protocol for Instructional Leadership Specialist (ILS) May 2008

#### Introduction

Thank you for taking the time to talk with me today. As you may already know, the Springfield and Chicopee districts have contracted with The Education Alliance at Brown University to conduct the evaluation of the Striving Readers Program. *The purpose of this interview is to learn about Striving Readers implementation from your perspective.* 

It's important for you to know that while information from our interviews will be included in the evaluation, you will not be identified by name in any reports. This information will not be shared with your principal or other district personnel. Any information reported about the study, as required by the grant, will be aggregated or combined across groups so that individuals cannot be identified.

Our conversation should take no more than 45 minutes. At the end you will also have the opportunity to reflect on any aspects of the Striving Readers Program that may have been overlooked during our conversation. With your permission, we would also like to tape record this interview. The tapes will be stored in a secure location at Brown University and will not be shared with anyone who is not on the evaluation team. Can we tape this interview?

Ι	Date:	
	-	

Name of person interviewed:

Title: School:

Name of interviewer:

#### Background

- 1. How many years have you taught at this school?
- 2. What courses and grades have you taught as a teacher at this school?
- 3. When did you take on the role of Instructional Leadership Specialist?
- 4. Can you describe to me your role as an Instructional Leadership Specialist. What are your major duties?
  - Do you observe teachers?
  - Do you model lessons?
  - Do you work with small groups of teachers on given strategies?
  - Do you present information to teachers or administrators?
  - Do you co-plan lessons?
  - Do you assist with student assessment?
  - Any other typical activities?
- 5. What specific group of teachers do you work with? Who decides which teachers you work with? If **you** decide which teachers to work with, how do you come to that decision?

#### **Implementation**

6. In what ways, if any, are you involved with the Striving Readers program? [If at the school for 2 years or more]: Has your involvement changed from the 2006-07 school year to the 2007-08 school year?

Probes:

- Level of involvement
- Type of involvement
- 7. What aspects of Striving Readers are going well so far this year? [Note: probe specifically for Read 180, SIM Xtreme Reading, SIM-CERT].

Probes:

quality and frequency of professional development from program developers

<sup>\*</sup>Items taken from RMC, SR Portland

- availability of course instructional materials and supporting technology
- administration of student assessments
- teacher enthusiasm for the program and "buy-in"
- district and school staffing and workload, etc.
- 8. What aspects of Striving Readers are *not* going well so far this year? [Note: probe specifically for Read 180, SIM Xtreme Reading, SIM-CERT].

  Probes:
  - quality and frequency of professional development from program developers
  - availability of course instructional materials and supporting technology
  - administration of student assessments
  - teacher enthusiasm for the program and "buy-in"
  - district and school staffing and workload, etc.
- 9. Besides Striving Readers, what kinds of programs or supports does your school provide to students who were struggling with reading?
  - What kinds of students receive these supports?
  - How are these students identified?
  - Who identifies struggling students?
  - Do supports and identification vary from school to school within your district?
- 10. Have these reading and literacy supports changed from the 2006-07 school year to this year?
- 11. In the past five years, what other major *literacy* reform efforts has your school been involved in? How and why were these efforts chosen? Are they still being implemented? Why were they stopped? Have here been any outcomes?

#### **Outcomes**

12. How do you think the Striving Readers programs have affected participating students? What evidence have you seen?

#### Wrap-up

13. Do you have any additional questions or comments for us?

<sup>\*</sup>Items taken from RMC, SR Portland



# The Striving Readers Program Interview Protocol for School Administrators May 2008

#### Introduction

Thank you for taking the time to talk with me today. As you may already know, the Springfield and Chicopee districts have contracted with The Education Alliance at Brown University to conduct the evaluation of the Striving Readers Program. The purpose of this interview is to learn about Striving Readers implementation from your perspective.

It's important for you to know that while information from our interviews will be included in the evaluation, you will not be identified by name in any reports. *This information will not be shared with district personnel. Any information reported about the study, as required by the grant, will be aggregated or combined across groups so that individuals cannot be identified.* 

Our conversation should take no more 45 minutes. At the end you will also have the opportunity to reflect on any aspects of the Striving Readers Program that may have been overlooked during our conversation. With your permission, we would also like to tape record this interview. The tapes will be stored in a secure location at Brown University and will not be shared with anyone who is not on the evaluation team. Can we tape this interview?

Date:
Name of person interviewed:
Title:
School:

#### **Background**

Name of interviewer:

- 1. For how many years have you been a principal or vice principal?
- 2. How many years have you been at this school in this position?
- 3. Can you describe to me your role and your major responsibilities?
- 4. In what ways are you involved with the Striving Readers program? [If at the school for 2 years or more]: Has your involvement changed from the 2006-07 school year to the 2007-08 school year?

  Probes:
  - level of involvement
  - type of involvement

#### **Implementation**

- 5. What types of support have you received from the district to implement Striving Readers during the summer of 2007 and during this academic year?

  Probes:
  - quality and frequency of information/communication
  - distribution of course instructional materials
  - availability of technology and technology support
  - coordination efforts related to implementation e.g., coordination of professional development
  - other?
- 6. What types of support have you received from the program developers (e.g. Scholastic for READ 180 and Kansas University for Xtreme Reading and SIM-CERT) to implement Striving Readers this school year? [Note: probe specifically for Read 180, SIM Xtreme Reading, SIM-CERT].

Probes:

- quality and frequency of technical assistance from program developers
- quality and frequency of professional development from program developers

<sup>\*</sup>Questions 11 to 19 were taken from the principal interview protocol developed by RMC (SR Portland).

- availability of course instructional materials and supporting technology
- administration of student assessments
- other?
- 7. What aspects of Striving Readers are going well so far this year? [Note: probe specifically for Read 180, SIM Xtreme Reading, SIM-CERT].
- 8. What aspects of Striving Readers are *not* going well so far this year? [Note: probe specifically for Read 180, SIM Xtreme Reading, SIM-CERT].
- 9. How have *district* policies or conditions influenced the implementation of Striving Readers? [Probes: fiscal conditions, teacher-related issues, district programs....]

#### **School Context (Instruction and Schoolwide Programs)**

- 10. \*What other reform efforts are currently being implemented in your school? How long has each reform been implemented? How do these efforts relate to Striving Readers?
- 11. In the past five years, what other major *literacy* reform efforts has your school been involved in? How and why were these efforts chosen? Are they still being implemented? Why were they stopped? Have here been any discernible outcomes?
- 12. Besides Striving Readers, what kinds of programs or supports does your district provide to students who were struggling with reading?
  - What kinds of students receive these supports?
  - How are these students identified?
  - Who identifies struggling students?
  - Do supports and identification vary from school to school within your district?
- 13. Have these reading and literacy supports changed from the 2006-07 school year to this year?

<sup>\*</sup>Questions 11 to 19 were taken from the principal interview protocol developed by RMC (SR Portland).

#### **Professional Development**

14. During the 2007-08 school year, what professional development activities related to adolescent literacy has your school staff participated in?

#### **Outcomes**

15. How do you think the Striving Readers programs have affected participating teachers? What evidence have you seen during this school year? [Note: probe specifically for Read 180, SIM Xtreme Reading, SIM-CERT]

Probes:

- Teachers' attitudes
- Teachers' experience with the programs
- Teachers' practice
- Teacher satisfaction with their teaching conditions
- 16. How do you think the programs have affected participating students? What evidence have you seen?

#### Wrap-up

- 17. What advice would you have for another school that is currently planning a Striving Readers Program? What are some key decisions they must make? What are some of challenges that can be avoided?
- 18. Do you have any additional questions or comments for us?

<sup>\*</sup>Questions 11 to 19 were taken from the principal interview protocol developed by RMC (SR Portland).



# The Striving Readers Program Interview Protocol for Special Education Director (District level) May 2008

#### Introduction

Thank you for taking the time to talk with me today. As you may already know, the Springfield and Chicopee districts have contracted with The Education Alliance at Brown University to conduct the evaluation of the Striving Readers Program. *The purpose of this interview is to learn about Striving Readers implementation from your perspective.* 

It's important for you to know that while information from our interviews will be included in the evaluation, you will not be identified by name in any reports. This information will not be shared with school or district personnel. Any information reported about the study, as required by the grant, will be aggregated or combined across groups so that individuals cannot be identified.

Our conversation should take no more than 45 minutes. At the end you will also have the opportunity to reflect on any aspects of the Striving Readers Program that may have been overlooked during our conversation. With your permission, we would also like to tape record this interview. The tapes will be stored in a secure location at Brown University and will not be shared with anyone who is not on the evaluation team. Can we tape this interview?

Date:	
Name	(

Name of person interviewed:

Title: School:

Name of interviewer:

#### Background

- 1. Can you describe to me your role and your major responsibilities?
- 2. How long have you been in your current role?
- 3. How long have you been working in this district office?

#### **Implementation**

- 4. In what ways, if any, are you involved with the Striving Readers program? [If at the district for 2 years or more]: Has your involvement changed from the 2006-07 school year to the 2007-08 school year? Probes:
  - Level of involvement
  - Type of involvement
- 5. What aspects of Striving Readers are going well so far this year? [Note: probe specifically for Read 180, SIM Xtreme Reading, SIM-CERT].

Probes:

- quality and frequency of professional development from program developers
- availability of course instructional materials and supporting technology
- administration of student assessments
- teacher enthusiasm for the program and "buy-in"
- district and school staffing and workload, etc.
- 6. What aspects of Striving Readers are *not* going well so far this year? [Note: probe specifically for Read 180, SIM Xtreme Reading, SIM-CERT].

  Probes:
  - quality and frequency of professional development from program developers
  - availability of course instructional materials and supporting technology
  - administration of student assessments
  - teacher enthusiasm for the program and "buy-in"
  - district and school staffing and workload, etc.

<sup>\*</sup>Items taken from RMC, SR Portland

- 7. Besides Striving Readers, what kinds of programs or supports does your district provide to students who were struggling with reading? How many years have these programs or supports been in place?
- 8. What kinds of students receive these supports? What is the process for identifying struggling readers at your school? What information is used to identify these students?
- 9. What type of guidance is typically provided to staff responsible for the identification of struggling readers? Who typically identifies struggling students?
- 10. Do supports and identification vary from school to school within your district?
- 11. In the past five years, what other major *literacy* reform efforts has your school been involved in? How and why were these efforts chosen? Are they still being implemented? Why were they stopped? Have here been any outcomes?
- 12. Is your district involved in any other reforms or initiatives that have an influence on English language arts or Striving Readers?

#### Wrap-up

- 13. Do you have any additional questions or comments for us about Striving Readers or English language arts/reading at this school?
- 14. Can you recommend other people to talk to at the school who could provide helpful information on Striving Readers or ELA/literacy programs at this school?



# The Striving Readers Program Interview Protocol for Special Education Supervisor (Building level) May 2008

#### Introduction

Thank you for taking the time to talk with me today. As you may already know, the Springfield and Chicopee districts have contracted with The Education Alliance at Brown University to conduct the evaluation of the Striving Readers Program. *The purpose of this interview is to learn about Striving Readers implementation from your perspective.* 

It's important for you to know that while information from our interviews will be included in the evaluation, you will not be identified by name in any reports. This information will not be shared with school or district personnel. Any information reported about the study, as required by the grant, will be aggregated or combined across groups so that individuals cannot be identified.

Our conversation should take no more than 45 minutes. At the end you will also have the opportunity to reflect on any aspects of the Striving Readers Program that may have been overlooked during our conversation. With your permission, we would also like to tape record this interview. The tapes will be stored in a secure location at Brown University and will not be shared with anyone who is not on the evaluation team. Can we tape this interview?

Date	•
------	---

Name of person interviewed:

Title: School:

Name of interviewer:

#### **Background**

- 1. Can you describe to me your role and your major responsibilities?
- 2. How long have you been in your current role?
- 3. How long have you been working in this school?

#### **Implementation**

- 4. In what ways, if any, are you involved with the Striving Readers program? [If at the district for 2 years or more]: Has your involvement changed from the 2006-07 school year to the 2007-08 school year? Probes:
  - Level of involvement
    - Type of involvement
- 5. What aspects of Striving Readers are going well so far this year? [Note: probe specifically for Read 180, SIM Xtreme Reading, SIM-CERT].

Probes:

- quality and frequency of professional development from program developers
- availability of course instructional materials and supporting technology
- administration of student assessments
- teacher enthusiasm for the program and "buy-in"
- district and school staffing and workload, etc.
- 6. What aspects of Striving Readers are *not* going well so far this year? [Note: probe specifically for Read 180, SIM Xtreme Reading, SIM-CERT].

  Probes:
  - quality and frequency of professional development from program developers
  - availability of course instructional materials and supporting technology
  - administration of student assessments
  - teacher enthusiasm for the program and "buy-in"
  - district and school staffing and workload, etc.

<sup>\*</sup>Items taken from RMC, SR Portland

- 7. Besides Striving Readers, what kinds of programs or supports does your school provide to students who were struggling with reading? How many years have these programs or supports been in place?
- 8. What kinds of students receive these supports? What is the process for identifying struggling readers at your school? What information is used to identify these students?
- 9. What type of guidance is typically provided to staff responsible for the identification of struggling readers? Who typically identifies struggling students?
- 10. Do supports and identification vary from school to school within your district?
- 11. In the past five years, what other major *literacy* reform efforts has your school been involved in? How and why were these efforts chosen? Are they still being implemented? Why were they stopped? Have here been any outcomes?
- 12. Is your district involved in any other reforms or initiatives that have an influence on English language arts or Striving Readers?

#### Wrap-up

- 13. Do you have any additional questions or comments for us about Striving Readers or English language arts/reading at this school?
- 14. Can you recommend other people to talk to at the school who could provide helpful information on Striving Readers or ELA/literacy programs at this school?



# The Striving Readers Program Interview Protocol for Superintendent and Assistant Superintendent May 2008

#### Introduction

Thank you for taking the time to talk with me today. As you may already know, the Springfield and Chicopee districts have contracted with The Education Alliance at Brown University to conduct the evaluation of the Striving Readers Program. The purpose of this interview is to learn about Striving Readers implementation from your perspective.

It's important for you to know that while information from our interviews will be included in the evaluation, you will not be identified by name in any reports. *This information will not be shared with any school or district personnel.* 

Our conversation should take no more 45 minutes. At the end you will also have the opportunity to reflect on any aspects of the Striving Readers Program that may have been overlooked during our conversation.

With your permission, we would also like to tape record this interview. The tapes will be stored in a secure location at Brown University and will not be shared with anyone who is not on the evaluation team. Can we tape this interview?

Date:

Name of person interviewed:

Title: District:

Name of interviewer:

#### **Background**

- 1. For how many years have you been a superintendent or assistant superintendent?
- 2. How long have you worked as a superintendent or assistant superintendent in this district?
- 3. Can you describe to me your major responsibilities?
- 4. More specifically, in what ways are you involved with the Striving Readers program? [If as district for two or more years]: Has your involvement changed from the 2006-07 school year to the 2007-08 school year? Probes:
  - Level of involvement
  - Type of involvement

#### **Implementation**

5. This year, what aspects of Striving Readers are going well so far? [Note: probe specifically for Read 180, SIM Xtreme Reading, SIM-CERT].

#### Probes:

- cross-district coordination and collaboration
- quality and frequency of technical assistance from program developers
- quality and frequency of professional development from program developers
- availability of course instructional materials and supporting technology
- administration of student assessments
- teacher enthusiasm for the program and "buy-in"
- district and school staffing and workload, etc.
- 6. This year, what aspects of Striving Readers are *not* going well so far? [Note: probe specifically for Read 180, SIM Xtreme Reading, SIM-CERT].

#### Probes:

- cross-district coordination and collaboration
- quality and frequency of technical assistance from program developers
- quality and frequency of professional development from program developers
- availability of course instructional materials and supporting technology
- administration of student assessments
- teacher enthusiasm for the program and "buy-in"
- district and school staffing and workload, etc.
- 7. This year, are there differences between Springfield and Chicopee in terms of how Striving Readers is being implemented?

8. What data are being gathered related to Striving Readers and how do you use them?

#### **District and State Context**

- 9. What other kinds of major improvement efforts or programs is your district implementing? How do these efforts relate to Striving Readers?
- 10. Before Striving Readers, what kinds of literacy programs or supports did the district provide for high school students? How many of these programs or supports are still being implemented?
- 11. How have *district* policies or conditions influenced the implementation of Striving Readers this year? [Probes: fiscal conditions, teacher-related issues, district programs....]
- 12. In what ways, if any, have *state* policies and actions influenced the implementation of Striving Readers this year?

#### **Initial Outcomes**

13. How do you think the programs have affected participating teachers? What evidence have you seen during this school year? [Note: probe specifically for Read 180, SIM Xtreme Reading, SIM-CERT]

#### Probes:

- Teachers' philosophies
- Teachers' practice
- Teacher satisfaction with their teaching conditions
- 14. How do you think the programs have affected participating students? What evidence have you seen?

#### Wrap-up

- 15. What advice would you have for another district that is currently planning a Striving Readers Program? What are some key decisions they must make? What are some of challenges that can be avoided?
- 16. Do you have any additional questions or comments for us?

## APPENDIX F

WHOLE-SCHOOL TEACHER SURVEY – YEAR 1
WHOLE-SCHOOL TEACHER SURVEY – YEAR 2

Acknowledgment of Developer Protocol Sources:

University of Kansas Center for Research on Learning (KU-CRL)



#### EQUITY AND EXCELLENCE FOR ALL SCHOOLS

Dr. Adeline Becker Executive Director

## Striving Readers CERT Teacher Survey Spring 2007

#### **Dear Teacher:**

This survey is part of the Striving Readers evaluation conducted by The Education Alliance at Brown University. It includes questions about the Content Enhancement Routines for Teachers (CERT) that you may be implementing as part of the Springfield-Chicopee Striving Readers program. Whether you are implementing CERT routines or not, your responses are important in helping us understand the Striving Readers program. Please write your answers directly on the survey by writing your responses in the spaces provided or by darkening the appropriate circles. No information from this survey will be used to evaluate you in any way. Your responses will be kept completely confidential and stored at a secure location at Brown University. Your individual responses will not be shared with any district or school staff members.

We expect that it will take approximately 10-30 minutes to complete the survey. If you have been trained in CERT, it will likely take the full 30 minutes. Respondents who return a completed survey will be eligible to receive one of two \$25 Barnes & Noble gift cards given out to two randomly selected teachers at each school in appreciation for your attention. Only completed surveys will be eligible for this incentive.

After you have completed the survey, please put it in the envelope provided, seal it, and return it to the person who passed out the surveys.

If you have any questions about this survey or the Striving Readers evaluation, please contact Jennifer Borman or Ivana Zuliani at 401-274-9548.



	•
TT	
ID:	
ш.	

For each response, darken in the circle that best represents your answer. Please use a black pen or pencil.

For each answer, please fill in marks like this: lacktriangle not like this:  $\begin{cases} \varkappa \end{cases}$ 

Section A. Please tell	us about yourself							
1. Please print your full name and provide contact information, such as an email or phone number. (This information will only be used to contact you if you won the gift card incentive):								
2. How many years ha (Count part of a year)	ave you worked as a teac ar as one year.)	cher?						
3. How many years ha (Count part of a year)	ave you worked as teach ar as one year.)	er at this school?						
4. Indicate your level	of certification:							
Waiver	Provisional	Professional	Other (please specify)					
0	Ο	Ο	0					
Other:								

5. What scho	ool are you	teaching at?							
Chicopee Hi		Chicopee mprehensive	High School Commerce	Voca	nam tional- nnical	High Scl Science Techno	e and		
0		Ο	0	(	0	0	1		
6. Please list the courses (including grade level) that you are currently teaching (e.g., Biology 9, AP Psychology, etc.):									
			tegic Instruction Training during						
Yes	No	Don't	Know						
0	0	(	)						
			onal developme 2007? (Count a				this		
1	2	3 4	5	6	7	8	9 or more		
0	0	0 0	0	0	0	0	0		
			in SIM CERT our teaching pr				id you		
Yes	No	Don't	Know						
Ο	0	(	)						

### Section B. Please tell us about your school environment and your teaching...

Please rate the extent to which you agree with each of the following statements.

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
10.	Teaching vocabulary is an important part of many of my courses.	Ο	Ο	Ο	0	Ο
11.	Students in my classes have difficulty with reading course material.	0	0	0	0	0
12.	I feel responsible for helping students improve their reading and writing skills.	0	0	0	0	0
13.	Teaching strategies for organizing course content are an important part of many of my courses.	0	0	0	0	0
14.	Most of my colleagues share my beliefs about good instructional practice.	0	0	0	0	0
15.	Student literacy is a high priority at this school.	Ο	0	0	0	0
16.	I have seen many instructional programs come and go in my time teaching at this school.	0	0	0	0	0
17.	Once we start a new instructional program at this school, we follow up to make sure that it's working.	0	0	0	0	0
18.	The Striving Readers initiative complements the other reform initiatives currently in place at my school.	0	0	Ο	0	0

	ion C. Please tell us about your tines	familiarity w	ith and u	se of the follo	wing CEF	RT
Cor	<u>ırse Organizer</u>		Yes	s I	No	Don't Know
19.	Are you familiar with the Course O routine, one of the SIM CERT strate [If no, skip to Q28.]		0		0	0
20.	If yes, have you had training in the Organizer routine during the 2006-0 year?		0		0	0
21.	Have you tried to use the Course Or routine in your courses during the 2 year?  [If no or DK, skip to Q28.]	-	0		0	0
22.	If yes, in which of your courses ha	ve you used th	e Course	Organizer?		
23.	How many courses did you plan u	sing the Cours	e Organiz	er during the 2	2006-07 sc	hool year?
	0 1-2	3-4	5-6	7-8	Ģ	or more courses
	0 0	0	0	0		0
Plea	se rate the extent to which you ag	gree with each	of the fol	llowing staten	nents.	
		Strongly	Agree	Undecided	Disagree	Strongly
		Agree				Disagree
24.	I am confident in my ability to use the Course Organizer routine in my teaching.	0	Ο	0	0	0
25.	The Course Organizer routine is east to incorporate into my courses.	у О	0	Ο	0	0

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
26.	The Course Organizer helps students connect current material to future material.	Ο	0	Ο	Ο	Ο
27.	The Course Organizer helps students ask meaningful questions.	Ο	Ο	0	Ο	Ο
<u>Uni</u>	t Organizer		Yes		No	Don't Know
28. Are you familiar with the Unit Organizer routine, one of the SIM CERT strategies? [If no, skip to Q38.]			0		0	Ο
29.	29. If yes, have you had training in the Unit Organizer routine during the 2006-07 school year?				Ο	Ο
30. Have you used the Unit Organizer routine in any of your courses during the 2006-07 school year? [If no or DK, skip to Q38.]			0		Ο	Ο
31. I	f yes, in which of your courses have	you used th	e Unit Org	ganizer?		
32. I	32. How many units did you plan using the Unit Organizer during the 2006-07 school year?					
	0 1-2 3-	4	5-6	7-8	9 or	more units
	0 0 0	)	0	0		0

### Please rate the extent to which you agree with each of the following statements.

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
33.	I am confident in my ability to use the Unit Organizer in my teaching.	0	0	0	Ο	0
34.	The Unit Organizer is easy to incorporate into my courses.	0	0	0	0	Ο
35.	The Unit Organizer helps students to relate course content to bigger course ideas.	Ο	0	Ο	0	Ο
36.	The Unit Organizer helps students see the structure of the unit.	0	Ο	0	0	Ο
37.	The Unit Organizer helps students remember information for tests or discussions.	0	Ο	0	0	Ο
LIN	NCing .		Yes	3	No	Don't Know
38.	Are you familiar with the LINCing routhe SIM CERT strategies? [If no, skip to Q47.]	utine, one of	0		0	0
39.	If yes, have you had training in the LII routine during the 2006-07 school year	-	0		0	Ο
40.	Have you used the LINCing routine in your courses during the 2006-07 school [If no or DK, skip to Q47.]		0		0	Ο
41. If yes, in which of your courses have you used the LINCing routine?						

		0	1-2	3-4	5-6	7-8	9 or more times
42.	How many times this school year did you use the LINCing routine? If you used it in multiple courses, give the total number of times you used the LINCing routine.	Ο	Ο	Ο	Ο	Ο	0
43.	In the past 4 weeks, how many times (it any) did you use the vocabulary LINCing routine?	f O	Ο	0	0	0	0
Plea	se rate the extent to which you agree	e with each	of the fo	llowing sta	tements	<b>5.</b>	
		Strongly Agree	Agree	Undecide	d Dis	sagree	Strongly Disagree
44.	I am confident in my ability to use the LINCing routine in my teaching.	0	Ο	0		0	0
45.	The LINCing routine is easy to incorporate into my courses.	0	Ο	Ο		0	0
46.	The LINCing routine helps students remember the meaning of key vocabulary.	0	0	0		0	Ο
<u>Fra</u>	ming		Ye	s	No		Don't Know
47.	Are you familiar with the Framing routing the SIM CERT strategies?  [If no, skip to Q58.]	ine, one of	0		Ο		Ο
48.	If yes, have you had training in the Francoutine during the 2006-07 school year?		0		0		0
49.	Have you tried to use the Framing routi courses during the 2006-07 school year [If no or DK, skip to Q58.]		0		0		0

		0	1-2	3-4 5	-6 7-8	9 or more times
51.	How many times this school year did you use the Framing routine? If you used it in multiple courses, give the total number of times you used the Framing routine.	0	0	0 (	0	0
52.	In the past 4 weeks, how many times (i any) did you use the vocabulary Framing routine?	f O	0	0 (	0	Ο
Plea	se rate the extent to which you agre	e with each	n of the fol	llowing stater	nents.	
		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagre
53.	I am confident in my ability to use the Framing routine in my teaching.	0	0	0	0	0
54.	The Framing routine is easy to incorporate into my courses.	0	0	0	0	0
55.	The Framing routine helps students think critically about targeted topics.	0	0	0	0	0
56.	The Framing routine helps students identify relationships between course details and main ideas.	0	Ο	0	0	Ο
57.	The Framing routine helps students remember essential details.	0	0	0	Ο	0

50. If yes, in which of your courses have you used the Framing routine?

Cor	ncept Mastery Routine		Yes	5	No		Don't Know
58.	Are you familiar with the Concept Massroutine, one of the SIM CERT strategie [If no, skip to Section D.]		0		0		0
59.	If yes, have you had training in the Con Mastery routine during the 2006-07 sch	_	0		0		0
60.	Have you tried to use the Concept Mast routine in your courses during the 2006 school year?  [If no or DK, skip to Section D.]	-	0		Ο		Ο
61.	If yes, in which of your courses have	you used th	ne Concep	t Mastery 1	outine?	•	
		0	1-2	3-4	5-6	7-8	9 or more times
62.	How many times this school year did you use the Concept Mastery routine? If you used it in multiple courses, give the total number of times you used the Concept Mastery routine.	Ο	0	0	Ο	Ο	0
63.	In the past 4 weeks, how many times (if any) did you use the Concept Mastery routine?	f O	0	Ο	0	0	Ο
Plea	se rate the extent to which you agree	e with each	of the fo	llowing sta	tement	<b>S.</b>	
		Strongly Agree	Agree	Undecide	ed Dis	sagree	Strongly Disagree
64.	I am confident in my ability to use the Concept Mastery routine in my teaching.	Ο	Ο	0		0	Ο

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
65.	The Concept Mastery routine is easy to incorporate into my courses.	Ο	0	Ο	0	0
66.	The Concept Mastery routine helps students define and explain the meaning of an abstract concept.	0	0	0	0	0
67.	The Concept Mastery routine helps students apply the concept appropriately.	0	0	Ο	0	0

Section D. If you are a CERT teacher please answer the following questions. (If you are not a CERT teacher, skip to Q84.)

Please rate the extent to which you agree with each of the following statements.

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
68.	CERT strategies are easy to integrate into my content area instruction.	0	Ο	0	Ο	Ο
69.	CERT strategies align with my content area standards.	0	Ο	0	0	Ο
70.	CERT strategies take away time from important content that I need to teach.	0	0	0	0	Ο
71.	CERT strategies help students better understand the course content.	0	0	0	Ο	Ο
72.	The 2006-07 training sessions on the Content Enhancement routines prepared me to effectively use these routines in my classroom.	0	0	0	0	0
73.	On-site coaching by Kansas University professional developers has helped me to implement the CERT routines.	0	0	0	0	0
74.	My school's SIM CERT Coach has helped me to implement the CERT routines.	0	0	0	0	0

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
75.	My school's SIM CERT Coach is responsive to my questions and needs.	0	0	0	0	0
76.	The CERT materials are user-friendly.	Ο	0	Ο	0	Ο
77.	The technology aspect of the program - Graphic Interactive System for Teaching (GIST) - has aided my use of the CERT routines.	0	Ο	0	0	0
78.	The technology aspect of the program - Graphic Interactive System for Teaching (GIST) - is user-friendly.	0	0	0	0	0
79.	I am pleased with the amount of CERT professional development I have received thus far this year.	0	0	Ο	0	0
80.	I am pleased with the quality of the CERT professional development I have received thus far this year.	0	0	0	0	0
81.	I had enough planning time to prepare to teach with the CERT routines this year.	0	0	0	0	0
Sect	tion E. Additional Comments					
	Overall, what do you think about	the CERT r	outines?			

Chicopee Comprehensive CERT Survey, Spring 2007
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83. Any additional comments about the CERT routines or CERT professional development?						
84. Any general comments?						

Thank you for your participation!

## CERT Teacher Survey - High School of Commerce

#### 1. About this survey...

This survey is part of the Striving Readers evaluation conducted by The Education Alliance at Brown University. It includes questions about the Content Enhancement Routines for Teachers (CERT) that you may be implementing as part of the Springfield-Chicopee Striving Readers program. Whether you are implementing CERT routines or not, your responses are important in helping us understand the Striving Readers program. No information from this survey will be used to evaluate you in any way. Your responses will be kept completely confidential and stored at a secure location at Brown University. Your individual responses will not be shared with any district or school staff members.

with any district or school staff members.
To return to a previous page or move to the next page, please use the arrows at the bottom of the page, not those on the browser navigation bar. If you need to leave the survey before you are finished, simply click "Exit this survey" at the top of the page. To return to the survey, click on the link in your email message again and you will be taken to the first question on the page where you left off. When you reach the end of the survey, click on "Done" to submit your responses. We expect that it will take approximately 10 to 30 minutes to complete the survey. If you have been trained in CERT, it will likely take the full 30 minutes. Respondents who complete the survey will be eligible to receive a \$25 Barnes & Noble gift card given out to two randomly selected teachers at each school in appreciation of your attention. Only completed surveys will be eligible for this incentive.
Thank you very much for your help!

	tr reading can reg ringin contest of commerce	
2.	Please tell us about yourself	
	1. How many years have you worked as a teacher? (Count part of a year as one year).	
	2. How many years have you worked at this school? (Count part of a year as one year).	
*	3. Indicate your level of certification:	
	jn Provisional	
	my Professional  My Other (please specify)	
	4. Beyond teaching, what are your other responsibilities? (Check all that apply).	
	€ Serving as a SIM-CERT Coach	
	€ Serving on a school team	
	E Serving as a head of a department, grade or content area	
	© Coordinating/supervising a school program, community outreach efforts, etc.	
	© Conducting before/after school or extended day activities	
	Other (please specify)	
*	5. What school are you teaching at?	
	jn Chicopee High	
	jn Chicopee Comprehensive	
	jn High School of Commerce	
	jn Putnam Vocational-Technical School	
	jn High School of Science and Technology	

6. Please indicate the content areas and the corresponding grade levels that you are currently teaching. (Check all that apply).

	9th Grade	10th Grade	11th Grade	12th Grade
English Language Arts	€	€	€	€
Science/Health	ê	€	ê	É
Math	ē	€	É	€
Foreign Language/ESL	ê	ê	é	ê
History/Social Sciences	É	€	€	€
Special Education	ê	€	ê	É
Other	€	€	€	€

If you have indicated "Other", please specify the content area.

*	7. Have you participated in the Strategic Instruction Model's Content Enhancement
	Routines for Teachers (SIM-CERT) training?

m	Yes,	during	the	2007-08	school	year	only.

Yes, during the 2006-07 school year only.

 $j_{\mbox{\scriptsize fig}}$  Yes, during both the 2006-07 and the 2007-08 school years.

no, I have never had any SIM-CERT training.

├ I don't know.

#### 3. If you were trained in SIM CERT...

8. If yes, how many days of professional development in SIM-CERT did you receive this year between July of 2007 and May 2008? (Count a day as 6 hours or more.)

jn 1 jn 2 jn 3 jn 4 jn 5 jn 6 jn 7 jn 8 jn 9 or more

\* 9. Please rate the extent to which you agree with each statement.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
CERT strategies are easy to integrate into my content area instruction.	<b>j</b> ʻo	<b>j</b> m	j'n	jα	jα
CERT strategies align with my content area standards.	<b>j</b> ʻn	<b>j</b> n	j'n	j'n	j'n
CERT strategies take away time from important content that I need to teach.	j'n	jα	jn	<b>j</b> tn	j'n
CERT strategies help students better understand the course content.	j'n	<b>j</b> m	<b>j</b> m	<b>j</b> n	j'n
The 2007-08 training sessions on the Content Enhancement routines prepared me to effectively use these routines in my classroom.	jα	jη	jα	<b>j</b> a	jα
On-site coaching by Kansas University professional developers has helped me to implement the CERT routines.	j'n	<b>j</b> n	j'n	<b>j</b> m	j'n
My school's SIM CERT Coach has helped me to implement the CERT routines.	jn	jα	jη	<b>j</b> α	j'n
My school's SIM CERT Coach is responsive to my questions and needs.	<b>j</b> n	ĴΩ	jn	<b>j</b> n	jn
The CERT materials are user-friendly.	<b>j</b> m	<b>j</b> m	jα	<b>j</b> o	jα
The technology aspect of the program - Graphic Interactive system for Teaching (GIST) - has aided my use of the CERT routines.	<b>j</b> m	<b>j</b> n	<b>j</b> n	<b>j</b> n	j'n
The technology aspect of the program - Graphic Interactive System for Teaching (GIST) - is user- friendly.	jα	j'n	jα	<b>j</b> si	jα
I am pleased with the AMOUNT of CERT	<b>j</b> m	<b>j</b> n	<b>j</b> m	<b>j</b> m	<b>j</b> m

RT Teacher Sur	vey - Hiç	gh School o	of Commer	ce	
professional development I have received thus far this year.					
I am pleased with the QUALITY of the CERT professional development I have received thus far this year.	jα	jα	<b>j</b> n	<b>j</b> α	<b>j</b> n
I had enough planning time to prepare to teach with the CERT routines this year.	<b>j</b> m	<b>j</b> m	<b>j</b> m	<b>j</b> n	<b>j</b> n

- 4. Please tell us about your school environment and your teaching...
- \* 10. Implementation of SIM-CERT (as part of the Striving Readers grant) began in 2006-07. Prior to that, did you ever incorporate SIM-CERT routines into your teaching?

jn	Yes
m	No

jn Don't know

\* 11. Please rate the extent to which you agree with each of the following statements.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Teaching vocabulary is an important part of many of my courses.	jα	jn	jη	ja	<b>j</b> α
Students in my classes have difficulty with reading course material.	<b>j</b> m	<b>j</b> n	<b>j</b> m	<b>j</b> n	<b>j</b> n
I feel responsible for helping students improve their reading and writing skills.	j'n	jn	jn	j'n	<b>j</b> α
Teaching strategies for organizing course content is an important part of many of my courses.	<b>j</b> m	<b>j</b> n	<b>j</b> m	<b>j</b> m	<b>j</b> m
Most of my colleagues share my beliefs about good instructional practice.	jα	jα	jη	jα	<b>j</b> a
Student literacy is a high priority at this school.	<b>j</b> n	<b>j</b> n	<b>j</b> m	<b>j</b> u	<b>j</b> n
I have seen many instructional programs come and go in my time teaching at this school.	j'n	<b>j</b> n	jn	j'n	jα
Once we start a new instructional program at this school, we follow up to make sure that it's working.	<b>j</b> m	<b>j</b> m	<b>j</b> m	j'n	<b>j</b> m
The Striving Readers initiative complements the other reform initiatives currently in place at my school.	jn	jn	jα	jo	<b>j</b> n

5. Please tell us about your familiarity with and use of the following CERT Ro...

Ro	j			S
* 12. Are you far strategies?	niliar with the Cours	se Organizer rout	ine, one of the SIM-(	CERT
j <sub>'n</sub> Yes				
j₁∩ No				
j₁ Don't know				

6. Course organizer (continued,	part 2	)
---------------------------------	--------	---

6. Course organizer (continued, part 2)
* 13. If yes, have you had training in the Course Organizer during the 2007-08 school year?
j <sub>n</sub> Yes
j₁ No
jn Don't Know

#### 7. Course organizer (continued, part 3)

*	14. Have you used the Course Organizer routine in any of your courses	during	the
	2007-08 school year?		

jn	Yes
<b>j</b> m	No
m	Don't Know

#### 8. Course organizer (continued, part 4)

15. If yes, in which of your courses have you used the Course Organizer?

\* 16. How many courses did you plan using the Course Organizer during the 2007-08 school year?

jn 0

jn 1-2

jn 3-4

jn 5-6

m 7-8

n 9 or more courses

\* 17. Please rate the extent to which you agree with each of the following statements.

		5 3			3
	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
I am confident in my ability to use the Course Organizer routine in my teaching.	jα	jπ	jα	jn	<b>j</b> o
The Course Organizer routine is easy to incorporate into my courses.	j'n	<b>j</b> m	<b>j</b> n	j'n	<b>j</b> n
The Course Organizer helps students connect current material to future material.	jα	j'n	ja	<b>j</b> n	ja
The Course Organizer helps students ask meaningful questions.	J'n	j'n	<b>j</b> m	<b>j</b> m	<b>j</b> m

9. Unit Organizer	
* 18. Are you familiar with the Unit Organizer routine, one of the SIM-CERT strategies?	
jn Yes	
jn No	
j∩ Don't Know	

#### 10. Unit Organizer (continued, part 2)

#### \* 19. Unit Organizer

	Yes	No	Don't Know
If yes, have you had	to	to	to
training in the Unit	731	741	JSI
Organizer routine during			
the 2007-08 school year?			

#### 11. Unit Organizer (continued, part 3)

*	20. Have you used the Unit Organizer routine in any of your courses of	during t	the
	2007-08 school year?		

jn	Yes	
jn	No	
jm	Don't	Know

#### 12. Unit Organizer (continued, part 4)

- 21. If yes, in which of your courses have you used the Unit Organizer?
- \* 22. How many units did you plan using the Unit Organizer during the 2007-08 school year?

jn 0

jn 1-2

jn 3-4

jn 5-6

m 7-8

9 or more units

\* 23. Please rate the extent to which you agree with each of the following statements.

		, ,	3 3		5	
	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
I am confident in my ability to use the Unit Organizer routine in my teaching.	jα	jn	ja	<b>j</b> n	j'n	
The Unit Organizer routine is easy to incorporate into my courses.	j'n	j'n	jm	<b>j</b> n	<b>j</b> m	
The Unit Organizer helps students to relate course content to bigger course ideas.	jα	jα	<b>j</b> n	<b>j</b> m	Ĵτο	
The Unit Organizer helps students see the structure of the unit.	j'n	<b>j</b> m	j'n	<b>j</b> m	<b>j</b> m	
The Unit Organizer helps students remember information for tests or discussions.	jα	ja.	ja	j <sup>a</sup>	ja	

3. LINCing (The Vocabulary Routine)
24. Are you familiar with the LINCing routine (for teaching vocabulary), one of the SIM-CERT strategies?
j₁ Yes
j <sub>'∩</sub> No
j∩ Don't Know

#### 14. LINCing (continued, part 2)

*	25. If yes,	, have you	u had train	ing in the	LINCing	routine	(for tea	ching v	ocabular	y)
	during the	e 2007-08	3 school ye	ar?						

jn	Yes	
j'n	No	
jn	Don't	Know

15. LINCing (continued, part 3)
* 26. Have you used the LINCing routine (for teaching vocabulary) in any of your courses during the 2007-08 school year?
j <sub>∩</sub> Yes
j∩ No
jn Don't know

#### 16. LINCing (continued, part 4)

#### 27. If yes, in which of your courses have you used the LINCing routine?

\* 28. Please indicate the number of times you have used LINCing.

	0	1-2	3-4	5-6	7-8	9 or more times
How many times this school year did you use the LINCing routine?	ja	j'n	jα	jα	<b>j</b> a	jα
In the past 4 weeks, how many times (if any) did you use the LINCing routine?	jn	<b>j</b> m	<b>j</b> m	<b>j</b> m	<b>j</b> m	<b>j</b> n

\* 29. Please rate the extent to which you agree with each of the following statements.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
I am confident in my ability to use the LINCing routine in my teaching.	jα	<b>j</b> ʻn	<b>j</b> n	<b>j</b> α	<b>j</b> n
The LINCing routine is easy to incorporate into my courses.	<b>j</b> n	<b>j</b> m	<b>j</b> n	<b>j</b> n	<b>j</b> n
The LINCing routine helps students remember the meaning of key vocabulary.	j'n	jπ	jα	<b>j</b> o	jη

#### 17. Framing routine

7. Framing routine
* 30. Are you familiar with the Framing routine, one of the SIM-CERT strategies?
j <sub>n</sub> Yes
jn No
jn Don't know

18. Framing routine (continued, part 2)
* 31. If yes, have you had training in the Framing routine during the 2007-08 school year?
j₁ Yes
j∩ No
j₁ Don't Know

#### 19. Framing routine (continued, part 3)

*	32. Have you used the Framing routine in any of your courses during the 20	07-08
	school year?	

jn	Yes	
jn	No	
jn	Don't	know

#### 20. Framing routine (continued, part 4)

#### 33. If yes, in which of your courses have you used the Framing routine?

\* 34. Please indicate the number of times you have used the Framing routine.

	0	1-2	3-4	5-6	7-8	9 or more times
How many times this school year did you use the Framing routine? If used in multiple courses, give the total number of times you used the Framing routine.	jα	jα	jα	jη	j <sup>a</sup>	<b>j</b> o
In the past 4 weeks, how many times (if any) did you use the Framing routine.	<b>j</b> n	<b>j</b> m	jn	<b>j</b> m	<b>j</b> n	<b>j</b> m

\* 35. Please rate the extent to which you agree with each of the following statements.

		<i>y y</i>		J		
	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
I am confident in my ability to use the Framing routine in my teaching.	<b>j</b> α	<b>j</b> a	<b>j</b> n	jα	<b>j</b> ω	
The Framing routine is easy to incorporate into my courses.	<b>j</b> m	jn	<b>j</b> m	<b>j</b> m	<b>j</b> m	
The Framing routine helps students think critically about targeted topics.	jα	j'n	<b>j</b> n	<b>j</b> n	j'n	
The Framing routine helps students identify relationships between course details and main ideas.	<b>j</b> n	j'n	<b>j</b> m	<b>j</b> m	<b>j</b> m	
The Framing routine helps students remember essential details.	jα	ja	ja	jα	<b>j</b> n	

21. Concept Mastery
* 36. Are you familiar with the Concept Mastery routine, one of the SIM-CERT strategies?
j <sub>™</sub> Yes
j <sub>n</sub> No
j₁ Don't know

22. Concept Mastery (co	ontinued, part 2)
-------------------------	-------------------

22. Concept Mastery (continued, part 2)
* 37. If yes, have you had training in the Concept Mastery routine during the 2007-08 school year?
jn Yes
j₁ No
jn Don't Know

#### 23. Concept Mastery (continued, part 3)

*	38. Have you used the Concept Mastery routine in any of your courses of	luring th	nе
	2007-08 school year?		

jn	Yes
jn	No
jn	Don't Know

#### 24. Concept Mastery (continued, part 4)

39. If yes, in which of your courses have you used the Concept Mastery routine?

#### \* 40. Please indicate the number of times you have used the Concept Mastery routine?

	0	1-2	3-4	5-6	7-8	9 or more times
How many times this school year did you use the Concept Mastery routine? If used in multiple courses, give the TOTAL number of times you used the Concept Mastery routine.	jη	jα	jα	<b>j</b> a	jn	<b>j</b> a
In the past 4 weeks, how many times (if any) did you use the Concept Mastery routine?	<b>j</b> n	<b>j</b> m	jn	<b>j</b> m	<b>j</b> n	<b>j</b> m

#### \* 41. Please rate the extent to which you agree with each of the following statements.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
I am confident in my ability to use the Concept Mastery routine in my teaching.	jα	j'n	jα	jn	jα
The Concept Mastery routine is easy to incorporate into my courses.	<b>j</b> m	<b>j</b> n	<b>j</b> m	<b>j</b> m	<b>j</b> n
The Concept Mastery routine helps students define and explain the meaning of an abstract concept.	jη	j'n	<b>j</b> α	jα	jα
The Concept Mastery routine helps students apply the concept appropriately.	<b>j</b> m	<b>j</b> m	<b>j</b> n	<b>j</b> m	<b>j</b> 'n

25. Concept Comparison
* 42. Are you familiar with the Concept Comparison routine, one of the SIM-CERT strategies?
j <sub>n</sub> Yes
jn No
jn Don't Know

26. Concept Comparison (continued, part
---

26. Concept Comparison (continued, part 2)
* 43. If yes, have you had training in the Concept Comparison routine during the 2007- 08 school year?
j₁ Yes
j <sub>∩</sub> No
jn Don't Know

27	Conce	nt Com	narison (	(continued,	part 3)	١
<i>_ ,</i> , ,			parisori (	Continuou	part 0	4

27. Concept Comparison (continued, part 3)
* 44. Have you used the Concept Comparison routine in any of your courses during the 2007-08 school year?
j <sub>∩</sub> Yes
jn No
†n Don't Know

#### 28. Concept Comparison (continued, part 4)

45. If yes, in which of your courses have you used the Concept Comparison routine?

\* 46. Please indicate the number of times you have used the Concept Comparison routine.

	0	1-2	3-4	5-6	7-8	9 or more times
How many times this school year did you use the Concept Comparison routine? If used in multiple courses, give the TOTAL number of times you used the Concept Comparison routine.	j∙n	jα	<b>j</b> o	jα	jn	<b>j</b> a
In the past 4 weeks, how many times (if any) did you use the Concept Comparison routine?	<b>j</b> n	jm	jn	<b>j</b> m	<b>j</b> m	<b>j</b> m

\* 47. Please rate the extent to which you agree with each of the following statements.

					•
	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
I am confident in my ability to use the Concept Comparison routine in my teaching.	jn	j'n	jα	jα	jα
The Concept Comparison routine is easy to incorporate into my courses.	<b>j</b> n	j'n	<b>j</b> m	<b>j</b> m	jn
The Concept Comparison routine helps students understand how two or more related concepts are alike and different.	jn	j'n	jn	ja	jα
The Concept Comparison routine increases student understanding of each concept selected for comparison.	j'n	<b>j</b> n	j'n	j'n	j'n

29. Concept Anchoring
* 48. Are you familiar with the Concept Anchoring routine, one of the SIM-CERT strategies?
jn Yes
j₁ No
j⊕ Don't Know

30. Concept Anchoring (continued, part 2)
* 49. If yes, have you had training in the Concept Anchoring routine during the 2007- 08 school year?
jn Yes
j <sub>N</sub> No
j₁ Don't Know

31. Concept Anchoring (continued, part 3)
* 50. Have you used the Concept Anchoring routine in any of your courses during the 2007-08 school year?
j <sub>n</sub> Yes
jn No jn Don't Know
jn Don't Know

#### 32. Concept Anchoring (continued, part 4)

51. If yes, in which of your courses have you used the Concept Anchoring routine?

\* 52. Please indicate the number of times you have used the Concept Anchoring routine.

	0	1-2	3-4	5-6	7-8	9 or more times
How many times this school year did you use the Concept Anchoring routine? If used in multiple courses, give the TOTAL number of times you used the Concept Anchoring routine.	jα	jα	jα	jα	jn	<b>j</b> a
In the past 4 weeks, how many times (if any) did you use the Concept Anchoring routine?	<b>j</b> m	<b>j</b> m	<b>j</b> m	<b>j</b> m	<b>j</b> n	<b>j</b> m

\* 53. Please rate the extent to which you agree with each of the following statements.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
I am confident in my ability to use the Concept Anchoring routine in my teaching.	jn	j'n	<b>j</b> α	jα	<b>j</b> o
The Concept Anchoring routine is easy to incorporate into my courses.	jn	<b>j</b> m	<b>j</b> n	<b>j</b> n	<b>j</b> m
The Concept Anchoring routine helps students connect the new concept being presented to information that is already familiar to them.	jn	jn	jα	jα	jo

# CERT Teacher Survey - High School of Commerce 33. Additional Comments 54. Overall, what do you think about the CERT routines? 55. Any additional comments about the CERT routines or CERT professional development? 56. Any general comments? Thank you for your participation!

#### APPENDIX G

#### SIM-CERT LITERACY COACH INTERVIEW PROTOCOL

Acknowledgment of Developer Protocol Sources:

Scholastic, Inc. and University of Kansas Center for Research on Learning (KU-CRL)



# The Striving Readers Program Interview Protocol for CERT Literacy Coaches May 2008

#### Introduction

Thank you for taking the time to talk with me today. As you may already know, the Springfield and Chicopee districts have contracted with The Education Alliance at Brown University to conduct the evaluation of the Striving Readers Program. *The purpose of this interview is to learn about Striving Readers implementation from your perspective.* 

It's important for you to know that while information from our interviews will be included in the evaluation, you will not be identified by name in any reports. This information will not be shared with your principal or other district personnel. Any information reported about the study, as required by the grant, will be aggregated or combined across groups so that individuals cannot be identified.

Our conversation should take no more than 45 minutes. At the end you will also have the opportunity to reflect on any aspects of the Striving Readers Program that may have been overlooked during our conversation. With your permission, we would also like to tape record this interview. The tapes will be stored in a secure location at Brown University and will not be shared with anyone who is not on the evaluation team. Can we tape this interview?

Before we start, do you have any questions for me?

D	21	ŀ٠	2	•
ப	а	w	J	

Name of person interviewed:

Title: School:

Name of interviewer:

#### Background

- 1. How many years have you worked as a coach? How many years have you been at this school?
- 2. Prior to the 2006-07 school year, did you have previous experience using the University of Kansas (KU) Content Enhancement Routines before participating in the Striving Readers grant? If yes, please elaborate.

#### **Coaching Role**

- 3. What are your major duties as a SIM-CERT coach? [Go through all probes below].
  - Do you observe teachers?
  - Do you model lessons?
  - Do you work with small groups of teachers on CERT strategies?
  - Do you present information to teachers or administrators?
  - Do you co-plan lessons?
  - Do you assist with student assessment?
  - Do you monitor implementation of specific routines?
  - Any other typical activities?
- 4. [If second year as a coach] Have your duties changed from 2006-07 to this year? If yes, please elaborate.
- 5. During this school year, approximately how many teachers have been trained in CERT from your school? Of those teachers, how many teachers have you worked with this year?
- 6. How do you determine which teachers to work with?
- 7. Can you describe a typical week for you as a coach?
- 8. Do you perform activities or have any responsibilities that are not focused on CERT coaching? If yes, can you describe those?
  - Do you work with any teachers who have not been trained in CERT?
  - Do you work with any of the Xtreme Reading teachers? If so, can you tell me whom you work with and how you work with them?

<sup>\*</sup>Items taken from RMC, SR Portland

9. What data are you gathering related to Striving Readers and how to do you use these data?

#### **Implementation**

10. This year, what types of support have you received from the program developers (KU)?

#### Probes:

- quality and frequency of technical assistance from program developers
- quality and frequency of professional development from program developers
- availability of course instructional materials and supporting technology
- administration of student assessments
- other?
- 11. This year, what types of support have you received from the district or from your school?

#### **Teacher Implementation of Routines**

- 12. [If coach mentions monitoring as a duty] How do you monitor implementation of routines? Is there a minimum requirement set forth related to the implementation of specific routines? How was this requirement communicated to you? What tools do you use for monitoring? [Obtain copy if possible].
- 13. Of the teachers that have been trained this year, how many teachers are implementing the routines frequently? How many are implementing the routines occasionally? How many are not implementing the routines at all?
- 14. In your opinion, how many teachers are implementing the routines well? How many less well? What do you think accounts for this difference in implementation?

#### **School Context**

15. In the past five years, what other major *literacy* reform efforts has your school been involved in? How and why were these efforts chosen? Are they still being implemented?

<sup>\*</sup>Items taken from RMC, SR Portland

16. Besides Striving Readers, what kinds of reading or literacy support does your school provide? To what kinds of students? How are these students identified?

#### **Outcomes**

17. How do you think CERT strategies have affected students? What evidence have you seen?

#### Job Satisfaction

- 18. What has been the most satisfying part of being a SIM-CERT coach so far?
- 19. What has been the most challenging part of being a SIM-CERT coach so far?

#### Wrap-up

- 20. What advice would you have for another school that is implementing the CERT ROUTINES? What are some key decisions they must make? What are some of challenges that can be avoided?
- 21. Do you have any additional questions or comments for us?

<sup>\*</sup>Items taken from RMC, SR Portland

# APPENDIX H

## SIM-CERT FOCUS GROUP PROTOCOL

Acknowledgment of Developer Protocol Sources:

University of Kansas Center for Research on Learning (KU-CRL)



# The Striving Readers Program SIM-CERT Focus Group Protocol

SETUP: (1) At each seat, place markers, paper "tents," and the teacher- checklists; (2) record on a whiteboard a "welcome" message including briefly the purpose of the focus group, evaluator names, and our thanks; and (3) include instructions for filling out the checklist as well as the tents - which are to include the teacher name, content area(s) taught, grade level(s) taught, and year first trained in SIM-CERT.

As teachers arrive into the room, point out the instructions on the whiteboard - ask them to create their name tents and complete their brief teacher-checklist. Help as needed.

#### Introduction

(<5 minutes)

[Facilitator read the following verbatim.]

Hello, my name is *[name of facilitator]* and I'll be your group discussion leader today. *[Name of documenter]*, my colleague, is here to help me. Thank you for taking the time to talk with us – and to complete the name tents and brief checklist at your seats.

As you already know, the Springfield and Chicopee districts have contracted with The Education Alliance at Brown University to conduct the evaluation of the Striving Readers Program (planned by districts and developers). As part of the evaluation, we are studying the implementation of the whole school intervention across the five participating high schools. The whole school intervention is known as the Content Enhancement Routines or CERT, a component of the Strategic Instruction Model or SIM which was developed by Kansas University. You may have also heard it referred to as **SIM-CERT**.

Each of you has been invited here to help us to learn more about SIM-CERT from your perspective. More specifically, we will be asking for your feedback on SIM-CERT professional development and coaching (including specific strategies you have learned), your use of SIM-CERT routines in the classroom, and factors that support or restrict your use of the strategies you have learned. You were selected at random among those teachers trained in SIM-CERT or CERT in the first year of the study (2006-2007) or the

second year of the study (2007-2008). Our conversation should take no more than  $1\frac{1}{2}$  hours. At the end, you will also have the opportunity to reflect on any aspects of the SIM-CERT that may have been overlooked during our conversation.

While information from our focus group will be included in the evaluation, teachers will not be identified by name in any reports (refer to the confidentiality letter). *Identifying information is not shared with anyone other than those on the research-evaluation team* (that is, not with program staff, district staff, or anyone outside of our team). Although we never identify any individual by name in our reports, your responses may be grouped if there is more than one person. For example, we may report that all teachers trained in the first year indicated X or math teachers noted X. If you have any concerns, let us know.

#### Icebreaking and Beginning

(5 minutes)

[Facilitator read the following verbatim.]

Let's start by asking each of you to introduce yourself. Tell us your name, what you teach, what grades, and how long you have been teaching (at this school and in general).

[After the icebreaker, read the following verbatim.]

With your permission, we would like to tape record this interview to ensure accuracy. [Name of documenter] is here to help me record. The tapes will be stored in a secure location at Brown University and will not be shared with anyone who is not on our evaluation team. May we tape this group interview?

Before we start, we have some guidelines we would like to share with you. Please let us know if you have others to add. First, it is really important that you are comfortable and can express yourself openly. Second, there is no right or wrong answer (we are interested in learning about what **YOU** think). Third, you do not have to respond to every question. If you would like to add an idea, that's the time to just jump into the conversation. Finally, if someone else is speaking, please wait for them to finish before you begin. We will do our best to ensure everyone has a chance to share their views.

Finally, if you are in the second year of implementing SIM-CERT, please let us know for any given question if there are differences or changes important to note between the two years.

Do you have any questions before we begin?

#### I. Use of strategies in the classroom

(25 minutes)

1. What CERT routines and strategies have you received training in?

Prompt: If they say "all" or "all 5 or 6" recap strategies.

[Note: May need to ask them to distinguish the year of training for any given question if they are in Year 2 but do not identify the year they answer for.]

2. What strategies have you used in the classroom and why?

Prompt: Which strategies have you used the most?

Which are the most beneficial for students?

Which are least helpful?

3. Can you describe how you implement these strategies?

Prompt: How do you introduce a new strategy to students?

How do you integrate a strategy into your lesson? How are opportunities provided for students to practice

using a strategy?

How do you monitor student understanding and use of a

strategy?

4. How do you decide when to implement a specific strategy?

Prompt: For example, are your decisions based on...

...the nature of the content/lesson you teach?

...student characteristics and learning needs?

...pressure to follow a specific pacing calendar?

# II. Experience with SIM-CERT professional development (both training provided by developers and support provided by coaches)

(15 minutes)

5. How would you describe the overall usefulness of the training you received from the professional developers from the University of Kansas?

Prompt: For example...materials used, quality of instruction, format

of the training session, hands-on practice, in the use of

GIST, timing and frequency of sessions.

6. What kind of support does your SIM-CERT coach provide?

Prompt: For example...in-class modeling, in-class observation and

feedback, troubleshooting, other monitoring, etc.

7. How would you describe the overall usefulness of the support provided by your SIM-CERT coach?

8. To what extent do you collaborate with other CERT-trained teachers?

9. For those of you trained in the first year (summer of 2006), do you have anything you'd like to add about differences or changes in the second year – that you may not have already mentioned?

Prompt: For example...in training, coaching

Factors that impact implementation of routines minutes)
10. What factors <i>support</i> your use of routines in the classroom?
11. What factors <i>restrict</i> your use of routines in the classroom?
[Note: Assistant moderator records responses on chart paper. Moderator uses this list as a prompt for the following question.]
12. Of all the <i>supporting</i> factors you have named [read from list], which is the most important factor in the implementation of SIM-CERT in your classroom?
13. Of all the <i>restricting</i> factors you have named [read from list] which is the most important factor in the implementation of SIM-CERT in your classroom?

# IV. Overall views of SIM-CERT (functioning as a wrap-up of the conversation)

(10 minutes)

14. How does SIM-CERT impact your teaching?

[Note: Would note that we expect differences for teachers - there may be differences by content areas, levels of experience, or just personal perspectives on teaching and model.]

15. How does SIM-CERT impact the performance of your students?

[Note: Would note that we expect differences reported given teacher differences and student differences.]

#### V. Q&A

(5 minutes)

16. For those of you trained in the first year (summer of 2006), do you have anything you'd like to add about differences or changes in the second year – that you may not have already mentioned?

Prompt: For example... materials, classroom implementation, supports and barriers, impacts on your teaching or students, etc.?

17. Do you have anything you'd like to add about SIM-CERT in general or specific to your school?

#### 18. Do you have any questions for us?

[Note: Here is where you should remind them where to go re: project directors Ann Ferriter and Matt Rigney. Make it clear that Ann/Matt communicate ALL SR activities including research/evaluation to district staff and others — but that they can call me with questions as well specific to the research-evaluation as well. Contact information you can provide if needed from the next page or just give them the teacher letter.]

#### **DISTRICT(S) SR PROGRAM CONTACT INFORMATION**

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# APPENDIX I

**IMPACT APPENDICES** 

# APPENDIX I-1

CHARACTERISTICS OF SAMPLE GROUP

Cohort 2
Intent to Treat with Pre and Post test (SDRT4 outcome score)

Characteristics	Chicopee		Springt	field		Tota	ıl	
n= 160	#	%	# %			#	%	
Sample Size	6	8	92			160		
Race/Ethnicity								
White	63	92.6%	40	43.5%		103	64.4%	
Black	3	4.4%	47	51.1%		50	31.3%	
Asian	0	0.0%	1	1.1%		1	0.6%	
American Indian	0	0.0%	0	0.0%		0	0.0%	
Other	1	1.5%	5	5.4%		6	3.8%	
Female Gender **	37	54.4%	56	60.9%		93	58.1%	
Special Education Status (%) English Language Learner Status	14	20.6%	0	0.0%		14	8.8%	
(%) Free and Reduced Lunch Status	1	1.5%	2	2.2%		3	1.9%	
(%)	38	55.9%	81	88.0%		119	74.4%	
Attendance* (mean)	68	166.5	91	162.7		160	164.3	
Fall 06 SDRT4 score (mean)						0		
MCAS score (mean)	68	232.5	92	229.2		160	230.6	
SRI score (mean)	68	781.4	92	779.3		160	780.2	

<sup>\*</sup>Attendance data from one Springfield students was not provided in the final student level data file from the districts.

Cohort 1
Intent to Treat with Pre and Post test (SDRT4 outcome score)

Characteristics	Chico	opee		Springt	field	Tota	l
n= 187	#	%		#	%	#	%
Sample Size	3	7			)	187	
Race/Ethnicity							
White	35	94.6%		60	40.0%	95	50.8%
Black	2	5.4%		83	55.3%	85	45.5%
Asian	0	0.0%		0	0.0%	0	0.0%
American Indian	0	0.0%		1	0.7%	1	0.5%
Other	0	0.0%		6	4.0%	6	3.2%
Female Gender	13	35.1%		94	62.7%	107	57.2%
Special Education Status (%) English Language Learner Status	5	13.5%		29	19.3%	34	18.2%
(%) Free and Reduced Lunch Status	0	0.0%		10	6.7%	10	5.3%
(%)	20	54.1%		130	86.7%	150	80.2%
Attendance (mean)	37	168.9		150	162.0	187	163.4
Fall 06 SDRT4 score (mean)	36	658.9		133	625.1	169	632.3
MCAS score (mean)	37	236.8		150	229.5	187	231.0
SRI score (mean)	36	784.6		134	778.3	170	779.7

Cohort 1 + Cohort 2
Intent to Treat with Pre and Post test (SDRT4 outcome score)

Characteristics	Chico	рее	Spring	field	Tota	ıl				
n= 347	#	%	#	%	#	%				
Sample Size	10	5	242	2	347	347				
Race/Ethnicity										
White	98	93.3%	100	41.3%	198	57.1%				
Black	5	4.8%	130	53.7%	135	38.9%				
Asian	0	0.0%	1	0.4%	1	0.3%				
American Indian	0	0.0%	1	0.4%	1	0.3%				
Other	1	1.0%	11	4.5%	12	3.5%				
Female Gender	50	47.6%	150	62.0%	200	57.6%				
Special Education Status (%) English Language Learner Status	19	18.1%	29	12.0%	48	13.8%				
(%) Free and Reduced Lunch Status	1	1.0%	12	5.0%	13	3.7%				
(%)	58	55.2%	211	87.2%	269	77.5%				
Attendance (mean)	105	167.3	241	162.3	346	163.8				
SDRT4 score (mean) OUTCOME	105	676.1	242	668.2	347	670.6				
MCAS score (mean)	105	234.0	242	229.4	347	230.8				
SRI score (mean)	104	782.5	226	778.7	330	779.9				

# Intent to Treat with Pre and Post test Cohort 2

Characteristics	Chicopee		Spring	field	Tot	al	
n= 160	#	%	#	%	#	%	
Sample Size	68		92	)	160		
Race/Ethnicity							
White	63	92.6%	40	43.5%	103	64.4%	
Black	3	4.4%	47	51.1%	50	31.3%	
Asian	0	0.0%	1	1.1%	1	0.6%	
American Indian	0	0.0%	0	0.0%	0	0.0%	
Other	1	1.5%	5	5.4%	6	3.8%	
Female Gender **	37	54.4%	56	60.9%	93	58.1%	
Special Education Status (%) English Language Learner	14	20.6%	0	0.0%	14	8.8%	
Status (%) Free and Reduced Lunch	1	1.5%	2	2.2%	3	1.9%	
Status (%)	38	55.9%	81	88.0%	119	74.4%	
Attendance* (mean)	68	166.5	91	162.7	160	164.3	
Fall 06 SDRT4 score (mean)					0		
MCAS score (mean)	68	232.5	92	229.2	160	230.6	
SRI score (mean)	68	781.4	92	779.3	160	780.2	

<sup>\*</sup>Attendance data from one Springfield student was not provided in final student level data from the district.

#### **Cohort 2 - Not Placed**

Characteristics	Chicopee		Spring	field		Tot	al
n= 35	#	%	#	%		#	%
Sample Size	2	2	33			35	j
Race/Ethnicity							
White	1	50.0%	17	51.5%		18	51.4%
Black	1	50.0%	14	42.4%		15	42.9%
Asian	0	0.0%	0	0.0%		0	0.0%
American Indian	0	0.0%	0	0.0%		0	0.0%
Other	0	0.0%	2	6.1%		2	5.7%
Female Gender **	0	0.0%	21	63.6%		21	60.0%
Special Education Status (%) English Language Learner	1	50.0%	0	0.0%		1	2.9%
Status (%) Free and Reduced Lunch	0	0.0%	3	9.1%		3	8.6%
Status (%)	2	100.0%	31	93.9%		33	94.3%
Attendance* (mean)	2	161.5	33	155.7		35	156.0
Fall 06 SDRT4 score (mean)						0	
MCAS score (mean)	1	246.0	31	226.3		32	226.9
SRI score (mean)	2	813.0	33	771.2		35	773.6

<sup>\*</sup>Attendance data from one Springfield student was not provided i final student level data from the district.

## Cohort 1

Characteristics	Chico	pee	Sprin	gfield		Tot	al
n= 187	# %		#	%		#	%
Sample Size	37	7	150			18	7
Race/Ethnicity							
White	35	94.6%	60	40.0%		95	50.8%
Black	2	5.4%	83	55.3%		85	45.5%
Asian	0	0.0%	0	0.0%		0	0.0%
American Indian	0	0.0%	1	0.7%		1	0.5%
Other	0	0.0%	6	4.0%		6	3.2%
Female Gender	13	35.1%	94	62.7%		107	57.2%
Special Education Status (%) English Language Learner Status	5	13.5%	29	19.3%		34	18.2%
(%) Free and Reduced Lunch Status	0	0.0%	10	6.7%		10	5.3%
(%)	20	54.1%	130	86.7%		150	80.2%
Attendance (mean)	37	168.9	150	162.0		187	163.4
Fall 06 SDRT4 score (mean)	36	658.9	133	625.1		169	632.3
MCAS score (mean)	37	236.8	150	229.5		187	231.0
SRI score (mean)	36	784.6	134	778.3		170	779.7

## Cohort 1 - Not Placed

Characteristics	Chic	opee	Sprin	gfield	Tot	al	
n= 16	# %		#	%	#	%	
Sample Size	2	2	1	4	16		
Race/Ethnicity							
White	2	100.0%	4	28.6%	6	37.5%	
Black	0	0.0%	9	64.3%	9	56.3%	
Asian	0	0.0%	1	7.1%	1	6.3%	
American Indian	0	0.0%	0	0.0%	0	0.0%	
Other	0	0.0%	0	0.0%	0	0.0%	
Female Gender	2	100.0%	9	64.3%	11	68.8%	
Special Education Status (%) English Language Learner Status	0	0.0%	1	7.1%	1	6.3%	
(%)	0	0.0%	1	7.1%	1	6.3%	
Free and Reduced Lunch Status (%)	1	50.0%	14	100.0%	15	93.8%	
Attendance (mean)	2	175.5	14	163.9	16	165.4	
Fall 06 SDRT4 score (mean)	1	733.0	2	658.0	3	683.0	
MCAS score (mean)	2	251.0	13	229.9	15	232.7	
SRI score (mean)	1	720.0	12	778.4	13	773.9	

## Cohort 1 + Cohort 2

Characteristics	Chico	рее	Spring	gfield		Tot	al	
n= 347	# %		#	%		#	%	
Sample Size	10	5	242			347		
Race/Ethnicity								
White	98	93.3%	100	41.3%		198	57.1%	
Black	5	4.8%	130	53.7%		135	38.9%	
Asian	0	0.0%	1	0.4%		1	0.3%	
American Indian	0	0.0%	1	0.4%		1	0.3%	
Other	1	1.0%	11	4.5%		12	3.5%	
Female Gender	50	47.6%	150	62.0%		200	57.6%	
Special Education Status (%) English Language Learner Status	19	18.1%	29	12.0%		48	13.8%	
(%) Free and Reduced Lunch Status	1	1.0%	12	5.0%		13	3.7%	
(%)	58	55.2%	211	87.2%		269	77.5%	
Attendance (mean)	105	167.3	241	162.3		346	163.8	
SDRT4 score (mean)	105	676.1	242	668.2		347	670.6	
MCAS score (mean)	105	234.0	242	229.4		347	230.8	
SRI score (mean)	104	782.5	226	778.7		330	779.9	

## Cohort 1 + Cohort 2 - Not Placed

Characteristics	Chico	рее		Spring	gfield	Tot	al	
n= 51	# %			#	%	#	%	
Sample Size	4			4	7	51		
Race/Ethnicity								
White	3	75.0%		21	44.7%	24	47.1%	
Black	1	25.0%		23	48.9%	24	47.1%	
Asian	0	0.0%		1	2.1%	1	2.0%	
American Indian	0	0.0%		0	0.0%	0	0.0%	
Other	0	0.0%		2	4.3%	2	3.9%	
Female Gender	2	50.0%		30	63.8%	32	62.7%	
Special Education Status (%) English Language Learner Status	1	25.0%		1	2.1%	2	3.9%	
(%) Free and Reduced Lunch Status	0	0.0%		4	8.5%	4	7.8%	
(%)	3	75.0%		45	95.7%	48	94.1%	
Attendance (mean)	4	168.5		47	158.2	51	159.0	
SDRT4 score (mean)								
MCAS score (mean)	3	249.3		44	227.4	47	228.8	
SRI score (mean)	3	782.0		45	773.2	48	773.7	

# Intent to Treat with Pre and Post Test Cohort 2

Characteristics	С	ontrol	Re	ad 180	Х	treme	Т	otal
n= 160	#	%	#	%	#	%	#	%
Sample Size		51		59		50		160
Race/Ethnicity								
White	37	72.5%	35	59.3%	31	62.0%	103	64.4%
Black	13	25.5%	23	39.0%	14	28.0%	50	31.3%
Asian	0	0.0%	0	0.0%	1	2.0%	1	0.6%
American Indian	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Other	1	2.0%	1	1.7%	4	8.0%	6	3.8%
Female Gender	23	45.1%	40	67.8%	30	60.0%	93	58.1%
Special Education Status (%) English Language Learner Status	5	9.8%	2	3.4%	7	14.0%	14	8.8%
(%) Free and Reduced Lunch Status	1	2.0%	1	1.7%	1	2.0%	3	1.9%
(%)	37	72.5%	44	74.6%	38	76.0%	119	74.4%
Attendance (mean) **	51	163.9	59	164.8	50	164.2	159	164.3
Fall 06 SDRT4 score (mean)							0	
MCAS score (mean)	51	230.0	59	230.5	50	231.4	160	230.6
SRI score (mean)	51	772.8	59	779.92	50	788.0	160	780.2

# Not Placed Cohort 2

Conort 2										
Characteristics	С	ontrol	Re	ead 180		X	treme		Т	otal
n= 35	#	%	#	%		#	%		#	%
Sample Size		15		12			8			35
Race/Ethnicity										
White	7	46.7%	6	50.0%		5	62.5%		18	51.4%
Black	7	46.7%	6	50.0%		2	25.0%		15	42.9%
Asian	0	0.0%	0	0.0%		0	0.0%		0	0.0%
American Indian	0	0.0%	0	0.0%		0	0.0%		0	0.0%
Other	1	6.7%	0	0.0%		1	12.5%		2	5.7%
Female Gender	7	46.7%	11	91.7%		3	37.5%		21	60.0%
Special Education Status (%) English Language Learner Status	0	0.0%	1	8.3%		0	0.0%		1	2.9%
(%) Free and Reduced Lunch Status	1	6.7%	0	0.0%		2	25.0%		3	8.6%
(%)	14	93.3%	12	100.0%		7	87.5%		33	94.3%
Attendance (mean) **	15	163.1	12	155.4		8	143.8		35	156.0
Fall 06 SDRT4 score (mean)									0	
MCAS score (mean)	14	228.0	11	230.6		7	219.1		32	226.9
SRI score (mean)	15	771.1	12	774.33		8	777.4		35	773.6

# Cohort 1

Characteristics	Control		Read 18		ad 180	Xtreme		Т	otal	
n= 187	#	%		#	%		#	%	#	%
Sample Size		62			69			56		187
Race/Ethnicity										
White	32	51.6%		32	46.4%	3	31	55.4%	95	50.8%
Black	29	46.8%		33	47.8%	2	23	41.1%	85	45.5%
Asian	0	0.0%		0	0.0%		0	0.0%	0	0.0%
American Indian	0	0.0%		0	0.0%		1	1.8%	1	0.5%
Other	1	1.6%		4	5.8%		1	1.8%	6	3.2%
Female Gender	35	56.5%		39	56.5%	3	33	58.9%	107	57.2%
Special Education Status (%)	8	12.9%		14	20.3%	1	12	21.4%	34	18.2%
English Language Learner Status (%)	3	4.8%		4	5.8%		3	5.4%	10	5.3%
Free and Reduced Lunch Status (%)	52	83.9%		50	72.5%	4	18	85.7%	150	80.2%
Attendance (mean)	62	165.8		69	160.3	5	56	164.5	187	163.4
Fall 06 SDRT4 score (mean)	54	622.2		61	651.3	5	54	621.1	169	632.3
MCAS score (mean)	62	231.8		69	230.9	5	56	230.1	187	231.0
SRI score (mean)	58	782.4		60	774.2	5	52	783.0	170	779.7

# Cohort 1

Characteristics	(	Control	Re	ad 180		Х	(treme		Т	otal
n= 16	#	%	#	%		#	%		#	%
Sample Size		6		7		3				16
Race/Ethnicity										
White	3	50.0%	1	14.3%		2	66.7%		6	37.5%
Black	3	50.0%	5	71.4%		1	33.3%		9	56.3%
Asian	0	0.0%	1	14.3%		0	0.0%		1	6.3%
American Indian	0	0.0%	0	0.0%		0	0.0%		0	0.0%
Other	0	0.0%	0	0.0%		0	0.0%		0	0.0%
Female Gender	5	83.3%	4	57.1%		2	66.7%		11	68.8%
Special Education Status (%)	0	0.0%	1	14.3%		0	0.0%		1	6.3%
English Language Learner Status (%)	0	0.0%	1	14.3%		0	0.0%		1	6.3%
Free and Reduced Lunch Status (%)	6	100.0%	6	85.7%		3	100.0%		15	93.8%
Attendance (mean)	6	166.2	7	162.4		3	170.7		16	165.4
Fall 06 SDRT4 score (mean)	0	0.0	1	650.0		2	699.5		3	683.0
MCAS score (mean)	6	229.7	6	234.7		3	234.7		15	232.7
SRI score (mean)	6	780.7	4	753.3		3	788.0		13	773.9

# Cohort 1 + Cohort 2

Characteristics	Control		Read 180			Xtreme		T	otal
n= 347	#	%	#	%		#	%	#	%
Sample Size		113	128		106		106	;	347
Race/Ethnicity									
White	69	61.1%	67	52.3%		62	58.5%	198	57.1%
Black	42	37.2%	56	43.8%		37	34.9%	135	38.9%
Asian	0	0.0%	0	0.0%		1	0.9%	1	0.3%
American Indian	0	0.0%	0	0.0%		1	0.9%	1	0.3%
Other	2	1.8%	5	3.9%		5	4.7%	12	3.5%
Female Gender	58	51.3%	79	61.7%		63	59.4%	200	57.6%
Special Education Status (%)	13	11.5%	16	12.5%		19	17.9%	48	13.8%
English Language Learner Status (%)	4	3.5%	5	3.9%		4	3.8%	13	3.7%
Free and Reduced Lunch Status (%)	89	78.8%	94	73.4%		86	81.1%	269	77.5%
Attendance (mean)	113	164.9	127	162.4		106	164.4	346	163.8
SDRT4 score (mean) OUTCOME	113	669.1	128	671.0		106	671.5	347	670.6
MCAS score (mean)	113	231.0	128	230.7		106	230.7	347	230.8
SRI score (mean)	109	777.9	119	777.0		102	785.4	330	779.9

# Cohort 1 + Cohort 2

Characteristics	Control		Rea	ad 180		Xtreme			Т	otal	
n= 51	#	%	#	%		#	%		#	%	
Sample Size		21	19		11					51	
Race/Ethnicity											
White	10	47.6%	7	36.8%		7	63.6%		24	47.1%	
Black	10	47.6%	11	57.9%		3	27.3%		24	47.1%	
Asian	0	0.0%	1	5.3%		0	0.0%		1	2.0%	
American Indian	0	0.0%	0	0.0%		0	0.0%		0	0.0%	
Other	1	4.8%	0	0.0%		1	9.1%		2	3.9%	
Female Gender	12	57.1%	15	78.9%		5	45.5%		32	62.7%	
Special Education Status (%)	0	0.0%	2	10.5%		0	0.0%		2	3.9%	
English Language Learner Status (%)	1	4.8%	1	5.3%		2	18.2%		4	7.8%	
Free and Reduced Lunch Status (%)	20	95.2%	18	94.7%		10	90.9%		48	94.1%	
Attendance (mean)	21	164.0	19	158.0		11	151.1		51	159.0	
MCAS score (mean)	20	228.5	17	232.0		10	223.8		47	228.8	
SRI score (mean)	21	773.8	16	769.1		11	780.3		48	773.7	

Cohort 2 Intent to Treat – Placed

Characteristics	Chicor	oee	Spring	gfield		Total
n= 175*	#	%	#	%	#	%
Sample Size	81		9	4		175
Race/Ethnicity						
White	75	92.6%	43	45.7%	118	67.4%
Black	4	4.9%	42	44.7%	46	26.3%
Asian	1	1.2%	1	1.1%	2	1.1%
American Indian	0	0.0%	1	1.1%	1	0.6%
Other	1	1.2%	7	7.4%	8	4.6%
Female Gender **	40	49.4%	56	59.6%	96	54.9%
Special Education Status (%) English Language Learner	16	19.8%	0	0.0%	16	9.1%
Status (%) Free and Reduced Lunch	1	1.2%	4	4.3%	5	2.9%
Status (%)	43	53.1%	77	81.9%	120	68.6%
Attendance (mean)	81	164.4	94	156.1	175	157.9
Fall 06 SDRT4 score (mean)					0	
MCAS score (mean)	76	252.3	92	229.6	168	230.7
SRI score (mean)	81	783.2	94	785.5	175	784.5

<sup>\*</sup> n=175 - Data from two Springfield students were not provided in the final student level data from district.

Characteristics	Chico	pee	Sprin	gfield			Total
n= 212	#	%	#	%	#	:	%
Sample Size	83		1:	27			210
Race/Ethnicity							
White	76	91.6%	60	47.2%		136	64.8%
Black	5	6.0%	56	44.1%		61	29.0%
Asian	1	1.2%	1	0.8%		2	1.0%
American Indian	0	0.0%	1	0.8%		1	0.5%
Other	1	1.2%	9	7.1%		10	4.8%
Female Gender	40	48.2%	77	60.6%		117	55.7%
Special Education Status (%) English Language Learner	17	20.5%	0	0.0%		17	8.1%
Status (%) Free and Reduced Lunch	1	1.2%	7	5.5%		8	3.8%
Status (%)	45	54.2%	108	85.0%		153	72.9%
Attendance (mean)	83	164.9	127	156.8	:	210	158.4
Fall 06 SDRT4 score (mean)							
MCAS score (mean)	77	252.2	123	228.8	] :	200	230.1
SRI score (mean)	83	784.0	127	781.8	;	210	782.7

Cohort 1 Intent to Treat – Placed

Characteristics	Chico	pee	Spring	field	Tot	al
n= 209	#	%	#	%	#	%
Sample Size	45	5	16	4	20	9
Race/Ethnicity						
White	42	93.3%	66	40.2%	108	51.7%
Black	3	6.7%	88	53.7%	91	43.5%
Asian	0	0.0%	1	0.6%	1	0.5%
American Indian	0	0.0%	2	1.2%	2	1.0%
Other	0	0.0%	7	4.3%	7	3.3%
Female Gender	18	40.0%	97	59.1%	115	55.0%
Special Education Status (%) English Language Learner Status	7	15.6%	35	21.3%	42	20.1%
(%) Free and Reduced Lunch Status	1	2.2%	14	8.5%	15	7.2%
(%)	27	60.0%	142	86.6%	169	80.9%
Attendance (mean)	45	164.4	164	156.1	209	157.9
Fall 06 SDRT4 score (mean)	45	658.1	151	597.5	196	611.5
MCAS score (mean)	35	236.0	161	228.5	196	229.9
SRI score (mean)	45	782.2	139	778.1	184	779.2

Characteristics	Chico	pee	Spring	gfield	Tot	tal
n= 225	#	%	#	%	#	%
Sample Size	47	7	17	8	22	:5
Race/Ethnicity						
White	44	93.6%	70	39.3%	114	50.7%
Black	3	6.4%	97	54.5%	100	44.4%
Asian	0	0.0%	2	1.1%	2	0.9%
American Indian	0	0.0%	2	1.1%	2	0.9%
Other	0	0.0%	7	3.9%	7	3.1%
Female Gender	20	42.6%	106	59.6%	126	56.0%
Special Education Status (%) English Language Learner Status	7	14.9%	36	20.2%	43	19.1%
(%) Free and Reduced Lunch Status	1	2.1%	15	8.4%	16	7.1%
(%)	28	59.6%	156	87.6%	184	81.8%
Attendance (mean)	47	164.9	178	156.8	225	158.4
Fall 06 SDRT4 score (mean)	46	659.8	153	598.3	199	612.5
MCAS score (mean)	37	236.8	174	228.6	211	230.1
SRI score (mean)	46	780.8	151	778.2	197	778.8

Cohort 1 + Cohort 2 Intent to Treat - Placed

Characteristics	Chico	opee	Spring	gfield	Т	otal
n= 384	#	%	#	%	#	%
Sample Size	12	26	25	8	;	384
Race/Ethnicity						
White	117	92.9%	109	42.2%	226	58.9%
Black	7	5.6%	130	50.4%	137	35.7%
Asian	1	0.8%	2	0.8%	3	0.8%
American Indian	0	0.0%	3	1.2%	3	0.8%
Other	1	0.8%	14	5.4%	15	3.9%
Female Gender	58	46.0%	153	59.3%	211	54.9%
Special Education Status (%) English Language Learner Status	23	18.3%	35	13.6%	58	15.1%
(%) Free and Reduced Lunch Status	2	1.6%	18	7.0%	20	5.2%
(%)	70	55.6%	219	84.9%	289	75.3%
Attendance (mean)	126	162.2	258	153.8	384	156.5
Fall 06 SDRT4 score (mean)	n/a					
MCAS score (mean)	111	233.4	253	228.9	364	230.3
SRI score (mean)	126	782.9	233	781.2	359	781.8

Characteristics	Chico	ppee		Spring	afield		То	tal
n= 435	#	%	•	#	%	#		%
Sample Size	13	30		30	)5	•	43	35
Race/Ethnicity								
White	120	92.3%		130	42.6%		250	57.5%
Black	8	6.2%		153	50.2%		161	37.0%
Asian	1	0.8%		3	1.0%		4	0.9%
American Indian	0	0.0%		3	1.0%		3	0.7%
Other	1	0.8%		16	5.2%		17	3.9%
Female Gender	60	46.2%		183	60.0%		243	55.9%
Special Education Status (%) English Language Learner Status	24	18.5%		36	11.8%		60	13.8%
(%) Free and Reduced Lunch Status	2	1.5%		22	7.2%		24	5.5%
(%)	73	56.2%		264	86.6%		337	77.5%
Attendance (mean)	130	162.4		305	154.4		435	156.8
Fall 06 SDRT4 score (mean)	n/a							
MCAS score (mean)	114	233.8		297	228.7		411	230.1
SRI score (mean)	129	782.8		278	779.9		407	780.8

Cohort 2 Intent to Treat - Placed

Characteristics	Co	ntrol	Rea	d 180	Xtre	eme	Tc	otal
n=175*	#	%	#	%	#	%	#	%
Sample Size	5	54	6	35	5	6	1	75
Race/Ethnicity								
White	41	75.9%	42	64.6%	35	62.5%	118	67.4%
Black	11	20.4%	21	32.3%	14	25.0%	46	26.3%
Asian	1	1.9%	0	0.0%	1	1.8%	2	1.1%
American Indian	0	0.0%	1	1.5%	0	0.0%	1	0.6%
Other	1	1.9%	1	1.5%	6	10.7%	8	4.6%
Female Gender **	25	46.3%	40	61.5%	31	55.4%	96	54.9%
Special Education Status (%) English Language Learner	6	11.1%	2	3.1%	8	14.3%	16	9.1%
Status (%) Free and Reduced Lunch Status	2	3.7%	2	3.1%	1	1.8%	5	2.9%
(%)	35	64.8%	43	66.2%	42	75.0%	120	68.6%
Attendance (mean)	54	152.4	65	155.0	56	157.1	175	154.9
Fall 06 SDRT4 score (mean)							0	
MCAS score (mean)	51	230.6	61	230.3	54	231.3	166	230.7
SRI score (mean)	54	774.2	65	792.72	56	784.8	175	784.5

<sup>\*</sup> n=175 - Data from two Springfield students were not provided in the final student level data file from the districts.

Characteristics	Coi	ntrol	Read 180		d 180	Xtre	eme	To	tal
n=212	#	%	ĺ	#	%	#	%	#	%
Sample Size	6	9		7	77	6	4	2	10
Race/Ethnicity									
White	48	69.6%		48	62.3%	40	62.5%	136	64.8%
Black	18	26.1%		27	35.1%	16	25.0%	61	29.0%
Asian	0	0.0%		0	0.0%	0	0.0%	0	0.0%
American Indian	0	0.0%		0	0.0%	0	0.0%	0	0.0%
Other	2	2.9%		1	1.3%	7	10.9%	10	4.8%
Female Gender	32	46.4%		51	66.2%	34	53.1%	117	55.7%
Special Education Status (%) English Language Learner	6	8.7%		3	3.9%	8	12.5%	17	8.1%
Status (%) Free and Reduced Lunch Status	3	4.3%		2	2.6%	3	4.7%	8	3.8%
(%)	49	71.0%		55	71.4%	49	76.6%	153	72.9%
Attendance (mean)	69	154.7		77	155.0	64	155.5	210	155.1
Fall 06 SDRT4 score (mean)									
MCAS score (mean)	65	230.0		72	230.3	61	229.9	198	230.1
SRI score (mean)	69	773.5		77	789.9	64	783.9	210	782.7

Cohort 1 Intent to Treat – Placed

Characteristics	Coi	ntrol	Rea	d 180	Xtre	eme	To	tal
n=209	#	%	#	%	#	%	#	%
Sample Size	6	<b>57</b>	7	'0	7	'2	20	09
Race/Ethnicity								
White	34	50.7%	35	50.0%	39	54.2%	108	51.7%
Black	31	46.3%	31	44.3%	29	40.3%	91	43.5%
Asian	0	0.0%	0	0.0%	1	1.4%	1	0.5%
American Indian	0	0.0%	0	0.0%	2	2.8%	2	1.0%
Other	2	3.0%	4	5.7%	3	4.2%	9	4.3%
Female Gender	37	55.2%	40	57.1%	38	52.8%	115	55.0%
Special Education Status (%)	11	16.4%	15	21.4%	16	22.2%	42	20.1%
English Language Learner Status (%) Free and Reduced Lunch Status	3	4.5%	6	8.6%	6	8.3%	15	7.2%
(%)	54	80.6%	52	74.3%	63	87.5%	169	80.9%
Attendance (mean)	67	160.5	70	158.1	72	155.4	209	157.9
Fall 06 SDRT4 score (mean)	64	596.8	65	640.9	67	597.0	196	611.5
MCAS score (mean)	64	230.8	67	229.8	65	229.0	196	229.9
SRI score (mean)	60	783.1	62	772.4	62	782.1	184	779.2

Characteristics	Coi	ntrol	Read	d 180	Xtre	eme	To	otal
n=225	#	%	#	%	#	%	#	%
Sample Size	7	<b>'</b> 3	7	7	7	'5	2	25
Race/Ethnicity								
White	37	50.7%	36	46.8%	41	54.7%	114	50.7%
Black	34	46.6%	36	46.8%	30	40.0%	100	44.4%
Asian	0	0.0%	1	1.3%	1	1.3%	2	0.9%
American Indian	0	0.0%	0	0.0%	2	2.7%	2	0.9%
Other	2	2.7%	4	5.2%	3	4.0%	9	4.0%
Female Gender	42	57.5%	44	57.1%	40	53.3%	126	56.0%
Special Education Status (%) English Language Learner Status	11	15.1%	16	20.8%	16	21.3%	43	19.1%
(%) Free and Reduced Lunch Status	3	4.1%	7	9.1%	6	8.0%	16	7.1%
(%)	60	82.2%	58	75.3%	66	88.0%	184	81.8%
Attendance (mean)	73	160.9	77	158.5	75.0	156.0	225	158.4
Fall 06 SDRT4 score (mean)	64	596.8	66	641.0	69	599.9	199	612.5
MCAS score (mean)	70	230.7	73	230.2	68	229.3	211	230.1
SRI score (mean)	66	782.9	66	771.3	65	782.4	197	778.8

Cohort 1 + Cohort 2 Intent to Treat - Placed

Characteristics	Co	ntrol	Read	d 180	Xtre	eme	To	otal
n=384	#	%	#	%	#	%	#	%
Sample Size	1:	21	1	35	1:	28	38	84
Race/Ethnicity								
White	75	62.0%	77	57.0%	74	57.8%	226	58.9%
Black	42	34.7%	52	38.5%	43	33.6%	137	35.7%
Asian	1	0.8%	0	0.0%	2	1.6%	3	0.8%
American Indian	0	0.0%	1	0.7%	2	1.6%	3	0.8%
Other	3	2.5%	5	3.7%	9	7.0%	17	4.4%
Female Gender	62	51.2%	80	59.3%	69	53.9%	211	54.9%
Special Education Status (%)	17	14.0%	17	12.6%	24	18.8%	58	15.1%
English Language Learner Status (%) Free and Reduced Lunch Status	5	4.1%	8	5.9%	7	5.5%	20	5.2%
(%)	89	73.6%	95	70.4%	105	82.0%	289	75.3%
Attendance (mean)	121	156.9	135	156.6	128	156.1	384	156.5
Fall 06 SDRT4 score (mean)	n/a							
MCAS score (mean)	115	230.7	128	230.0	119	230.1	362	230.3
SRI score (mean)	114	778.9	127	782.8	118	783.4	359	781.8

Characteristics	Coi	ntrol	Read	d 180	Xtre	eme	To	tal
n=435	#	%	#	%	#	%	#	%
Sample Size	1	42	1:	54	1:	39	4:	35
Race/Ethnicity								
White	85	59.9%	84	54.5%	81	58.3%	250	57.5%
Black	52	36.6%	63	40.9%	46	33.1%	161	37.0%
Asian	0	0.0%	1	0.6%	1	0.7%	2	0.5%
American Indian	0	0.0%	0	0.0%	2	1.4%	2	0.5%
Other	4	2.8%	5	3.2%	10	7.2%	19	4.4%
Female Gender	74	52.1%	95	61.7%	74	53.2%	243	55.9%
Special Education Status (%) English Language Learner	17	12.0%	19	12.3%	24	17.3%	60	13.8%
Status (%) Free and Reduced Lunch Status	6	4.2%	9	5.8%	9	6.5%	24	5.5%
(%)	109	76.8%	113	73.4%	115	82.7%	337	77.5%
Attendance (mean)	142	157.9	154	156.8	139	155.7	435	156.8
Fall 06 SDRT4 score (mean)	n/a							
MCAS score (mean)	135	230.4	145	230.3	129	229.6	409	230.1
SRI score (mean)	135	778.1	143	781.3	129	783.1	407	780.8

Cohort 2 Intent to Treat - Placed

Characteristics	Chico	pee	Spring	gfield	To	otal
n= 177	#	%	#	%	#	%
Sample Size	81		96	6	1	77
Race/Ethnicity						
White	75	92.6%	45	46.9%	120	67.8%
Black	4	4.9%	42	43.8%	46	26.0%
Asian	1	1.2%	1	1.0%	2	1.1%
American Indian	0	0.0%	1	1.0%	1	0.6%
Other	1	1.2%	7	7.3%	8	4.5%
Female Gender **	40	49.4%	58	60.4%	98	55.4%
Special Education Status (%)	16	19.8%	0	0.0%	16	9.0%
English Language Learner Status (%)	1	1.2%	4	4.2%	5	2.8%
Free and Reduced Lunch Status (%)	43	53.1%	78	81.3%	121	68.4%
Attendance (mean)	81	160.9	94	149.6	175	154.9
Fall 06 SDRT4 score (mean)					0	
MCAS score (mean)	74	232.1	93	229.6	167	230.7
SRI score (mean)	81	783.2	96	784.7	177	784.0

<sup>\*</sup> n=175 - Data from two Springfield students were not provided in the final student level data from the district.

Characteristics		Chico	opee	Spring	gfield	Tot	tal
n=	212	#	%	#	%	#	%
Sample Size		8	3	12	<u>.</u> 9	21	2
Race/Ethnicity							
	White	76	91.6%	62	48.1%	138	65.1%
	Black	5	6.0%	56	43.4%	61	28.8%
	Asian	1	1.2%	1	0.8%	2	0.9%
	American Indian	0	0.0%	1	0.8%	1	0.5%
	Other	1	1.2%	9	7.0%	10	4.7%
Female Gende	r	40	48.2%	79	61.2%	119	56.1%
Special Educat	ion Status (%)	17	20.5%	0	0.0%	17	8.0%
English Langua	age Learner Status (%)	1	1.2%	7	5.4%	8	3.8%
Free and Redu	ced Lunch Status (%)	45	54.2%	109	84.5%	154	72.6%
Attendance (me	ean)	83	161.0	127	151.2	210	155.1
Fall 06 SDRT4	score (mean)						
MCAS score (n	nean)	75	232.3	124	228.8	199	230.1
SRI score (mea	an)	83	784.0	129	781.2	212	782.3

## Cohort 1 Intent to Treat – Placed

Characteristics	Chiconee	Springfield	Total
Characteristics	Chicopee	Springileiu	าบเลา

n= 209	#	%	#	%	#	%
Sample Size	4	5	16	64	20	)9
Race/Ethnicity						
White	42	93.3%	66	40.2%	108	51.7%
Black	3	6.7%	88	53.7%	91	43.5%
Asian	0	0.0%	1	0.6%	1	0.5%
American Indian	0	0.0%	2	1.2%	2	1.0%
Other	0	0.0%	7	4.3%	7	3.3%
Female Gender	18	40.0%	97	59.1%	115	55.0%
Special Education Status (%)	7	15.6%	35	21.3%	42	20.1%
English Language Learner Status (%)	1	2.2%	14	8.5%	15	7.2%
Free and Reduced Lunch Status (%)	27	60.0%	142	86.6%	169	80.9%
Attendance (mean)	45	164.4	164	156.1	209	157.9
Fall 06 SDRT4 score (mean)	45	658.1	151	597.5	196	611.5
MCAS score (mean)	35	236.0	161	228.5	196	229.9
SRI score (mean)	45	782.2	139	778.1	184	779.2

Characteristics	Chico	opee	Spring	gfield	To	tal
n= 225	#	%	#	%	#	%
Sample Size	4	7	17	78	22	25
Race/Ethnicity						
White	44	93.6%	70	39.3%	114	50.7%
Black	3	6.4%	97	54.5%	100	44.4%
Asian	0	0.0%	2	1.1%	2	0.9%
American Indian	0	0.0%	2	1.1%	2	0.9%
Other	0	0.0%	7	3.9%	7	3.1%
Female Gender	20	42.6%	106	59.6%	126	56.0%
Special Education Status (%)	7	14.9%	36	20.2%	43	19.1%
English Language Learner Status (%)	1	2.1%	15	8.4%	16	7.1%
Free and Reduced Lunch Status (%)	28	59.6%	156	87.6%	184	81.8%
Attendance (mean)	47	164.9	178	156.8	225	158.4
Fall 06 SDRT4 score (mean)	46	659.8	153	598.3	199	612.5
MCAS score (mean)	37	236.8	174	228.6	211	230.1
SRI score (mean)	46	780.8	151	778.2	197	778.8

# Cohort 1 + Cohort 2 Intent to Treat - Placed

Characteristics	Chic	opee	Springfield		Total	
n= 386	#	%	#	%	#	%

Sample Size	12	6	260	)	38	6
Race/Ethnicity						
White	117	92.9%	111	42.7%	228	59.1%
Black	7	5.6%	130	50.0%	137	35.5%
Asian	1	0.8%	2	0.8%	3	0.8%
American Indian	0	0.0%	3	1.2%	3	0.8%
Other	1	0.8%	14	5.4%	15	3.9%
Female Gender	58	46.0%	155	59.6%	213	55.2%
Special Education Status (%)	23	18.3%	35	13.5%	58	15.0%
English Language Learner Status (%)	2	1.6%	18	6.9%	20	5.2%
Free and Reduced Lunch Status (%)	70	55.6%	220	84.6%	290	75.1%
Attendance (mean)	126	162.2	258	153.8	384	156.5
Fall 06 SDRT4 score (mean)	n/a					
MCAS score (mean)	109	233.4	254	228.9	363	230.3
SRI score (mean)	126	782.9	235	780.9	361	781.6

Characteristics	Chico	ppee	Spring	field		To	tal
n= 437	#	%	#	%	#	<b>#</b>	%
Sample Size	13	0	30	7		43	37
Race/Ethnicity							
White	120	92.3%	132	43.0%		252	57.7%
Black	8	6.2%	153	49.8%		161	36.8%
Asian	1	0.8%	3	1.0%		4	0.9%
American Indian	0	0.0%	3	1.0%		3	0.7%
Other	1	0.8%	16	5.2%		17	3.9%
Female Gender	60	46.2%	185	60.3%		245	56.1%
Special Education Status (%)	24	18.5%	36	11.7%		60	13.7%
English Language Learner Status (%)	2	1.5%	22	7.2%		24	5.5%
Free and Reduced Lunch Status (%)	73	56.2%	265	86.3%		338	77.3%
Attendance (mean)	130	162.4	305	154.4		435	156.8
Fall 06 SDRT4 score (mean)	n/a						
MCAS score (mean)	112	233.8	298	228.7		410	230.1
SRI score (mean)	129	782.8	280	779.6		409	780.6

Cohort 2 Intent to Treat - Placed

Characteristics	Coi	ntrol	Rea	d 180	Xtre	eme	To	otal
n=177	#	%	#	%	#	%	#	%
Sample Size	5	54	6	66	5	57	1	77
Race/Ethnicity								
White	41	75.9%	43	65.2%	36	63.2%	120	67.8%
Black	11	20.4%	21	31.8%	14	24.6%	46	26.0%
Asian	1	1.9%	0	0.0%	1	1.8%	2	1.1%
American Indian	0	0.0%	1	1.5%	0	0.0%	1	0.6%
Other	1	1.9%	1	1.5%	6	10.5%	8	4.5%
Female Gender **	25	46.3%	41	62.1%	32	56.1%	98	55.4%
Special Education Status (%) English Language Learner	6	11.1%	2	3.0%	8	14.0%	16	9.0%
Status (%) Free and Reduced Lunch Status	2	3.7%	2	3.0%	1	1.8%	5	2.8%
(%)	35	64.8%	44	66.7%	42	73.7%	121	68.4%
Attendance (mean) **	54	152.4	65	155.0	56	157.1	175	154.9
Fall 06 SDRT4 score (mean)							0	
MCAS score (mean)	51	230.6	62	230.3	54	231.3	167	230.7
SRI score (mean)	54	774.2	66	791.35	57	784.8	177	784.0

<sup>\*</sup> n=175 - Data from two Springfield students were not provided in the final student level data file from the districts. Last available data was used.

Characteristics	Coi	ntrol		Read	d 180		Xtre	eme	To	otal
n=212	#	%		#	%		#	%	#	%
Sample Size	6	9		7	'8		6	5	2	12
Race/Ethnicity										
White	48	69.6%		49	62.8%		41	63.1%	138	65.1%
Black	18	26.1%		27	34.6%		16	24.6%	61	28.8%
Asian	1	1.4%		0	0.0%		1	1.5%	2	0.9%
American Indian	0	0.0%		1	1.3%		0	0.0%	1	0.5%
Other	2	2.9%		1	1.3%		7	10.8%	10	4.7%
Female Gender	32	46.4%	ĺ	52	66.7%	1	35	53.8%	119	56.1%
Special Education Status (%) English Language Learner	6	8.7%		3	3.8%		8	12.3%	17	8.0%
Status (%) Free and Reduced Lunch Status	3	4.3%		2	2.6%		3	4.6%	8	3.8%
(%)	49	71.0%		56	71.8%		49	75.4%	154	72.6%
Attendance (mean)	69	154.7		77	155.0		64	155.5	210	155.1
Fall 06 SDRT4 (mean)			ĺ					ĺ		
MCAS score (mean)	65	230.0		73	230.3		61	229.9	199	230.1
SRI score (mean)	69	773.5		78	788.7		65	783.9	212	782.3

Cohort 1 Intent to Treat - Placed

Characteristics	Coi	ntrol	Rea	d 180	Xtre	eme	To	otal	
n=209	#	%	#	%	#	%	#	%	
Sample Size	6	67	70		72		2	209	
Race/Ethnicity									
White	34	50.7%	35	50.0%	39	54.2%	108	51.7%	
Black	31	46.3%	31	44.3%	29	40.3%	91	43.5%	
Asian	0	0.0%	0	0.0%	1	1.4%	1	0.5%	
American Indian	0	0.0%	0	0.0%	2	2.8%	2	1.0%	
Other	2	3.0%	4	5.7%	1	1.4%	7	3.3%	
Female Gender	37	55.2%	40	57.1%	38	52.8%	115	55.0%	
Special Education Status (%) English Language Learner Status	11	16.4%	15	21.4%	16	22.2%	42	20.1%	
(%) Free and Reduced Lunch Status	3	4.5%	6	8.6%	6	8.3%	15	7.2%	
(%)	54	80.6%	52	74.3%	63	87.5%	169	80.9%	
Attendance (mean)	67	160.5	70	158.1	72	155.4	209	157.9	
Fall 06 SDRT4 score (mean)	64	596.8	65	640.9	67	597.0	196	611.5	
MCAS score (mean)	64	230.8	67	229.8	65	229.0	196	229.9	
SRI score (mean)	60	783.1	62	772.4	62	782.1	184	779.2	

Characteristics	Coi	ntrol	Rea	d 180		Xtre	eme		To	otal	
n=225	#	%	#	%		#	%		#	%	
Sample Size	7	<b>'</b> 3	7	77		75			225		
Race/Ethnicity											
White	37	50.7%	36	46.8%		41	54.7%		114	50.7%	
Black	34	46.6%	36	46.8%		30	40.0%		100	44.4%	
Asian	0	0.0%	1	1.3%		1	1.3%		2	0.9%	
American Indian	0	0.0%	0	0.0%		2	2.7%		2	0.9%	
Other	2	2.7%	4	5.2%		1	1.3%		7	3.1%	
Female Gender	42	57.5%	44	57.1%		40	53.3%		126	56.0%	
Special Education Status (%) English Language Learner Status	11	15.1%	16	20.8%		16	21.3%		43	19.1%	
(%) Free and Reduced Lunch Status	3	4.1%	7	9.1%		6	8.0%		16	7.1%	
(%)	60	82.2%	58	75.3%		66	88.0%		184	81.8%	
Attendance (mean)	73	160.9	77	158.5	7	75.0	156.0		225	158.4	
Fall 06 SDRT4 score (mean)	64	596.8	66	641.0		69	599.9		199	612.5	
MCAS score (mean)	70	230.7	73	230.2		68	229.3		211	230.1	
SRI score (mean)	66	782.9	66	771.3		65	782.4		197	778.8	

Cohort 1 + Cohort 2 Intent to Treat - Placed

Characteristics	Coi	ntrol		Read	d 180	Xtre	eme	To	otal
n=386	#	%		#	%	#	%	#	%
Sample Size	1:	21		136		129		3	86
Race/Ethnicity									
White	75	62.0%		78	57.4%	75	58.1%	228	59.1%
Black	42	34.7%		52	38.2%	43	33.3%	137	35.5%
Asian	1	0.8%		0	0.0%	2	1.6%	3	0.8%
American Indian	0	0.0%		1	0.7%	2	1.6%	3	0.8%
Other	3	2.5%		5	3.7%	7	5.4%	15	3.9%
Female Gender	62	51.2%		81	59.6%	70	54.3%	213	55.2%
Special Education Status (%) English Language Learner	17	14.0%		17	12.5%	24	18.6%	58	15.0%
Status (%) Free and Reduced Lunch Status	5	4.1%		8	5.9%	7	5.4%	20	5.2%
(%)	89	73.6%		96	70.6%	105	81.4%	290	75.1%
Attendance (mean)	121	156.9		135	156.6	128	156.1	384	156.5
Fall 06 SDRT4 score (mean)	n/a		ĺ		1				
MCAS score (mean)	115	230.7		129	230.0	119	230.1	363	230.3
SRI score (mean)	114	778.9		128	782.2	119	783.4	361	781.6

Characteristics	Coi	ntrol		Read	d 180	Xtre	eme	To	otal
n=437	#	%		#	%	#	%	#	%
Sample Size	1	142		155		140		4:	37
Race/Ethnicity									
White	85	59.9%		85	54.8%	82	58.6%	252	57.7%
Black	52	36.6%		63	40.6%	46	32.9%	161	36.8%
Asian	1	0.7%		1	0.6%	2	1.4%	4	0.9%
American Indian	0	0.0%		1	0.6%	2	1.4%	3	0.7%
Other	4	2.8%		5	3.2%	8	5.7%	17	3.9%
Female Gender	74	52.1%		96	61.9%	75	53.6%	245	56.1%
Special Education Status (%) English Language Learner	17	12.0%		19	12.3%	24	17.1%	60	13.7%
Status (%) Free and Reduced Lunch Status	6	4.2%		9	5.8%	9	6.4%	24	5.5%
(%)	109	76.8%		114	73.5%	115	82.1%	338	77.3%
Attendance (mean)	142	157.9		154	156.8	139	155.7	435	156.8
Fall 06 SDRT4 score (mean)	n/a								
MCAS score (mean)	135	230.4		146	230.3	129	229.6	410	230.1
SRI score (mean)	135	778.1		144	780.7	130	783.2	409	780.6

# APPENDIX I-2

ATTENDANCE ANALYSIS

# **Attendance Trends**

Attendance Trend of the Cohort 2 Intent to Treat Population

Attendance Trend of the Coho	ort 2 Intent to				
		Coh	ort 2		
	_				End of
<u>Total ITT</u>	<u>Fall</u>	<b>→</b>	<u>Spr*</u>	-	<u>Yr</u>
No. Students	206		210		210
Avg Days Attend	18.67		130.86		155.79
Possible Days Attend	20		148		180
Percent Attendance	93%		88%		87%
<u>Control</u>					
No. Students	66	<b>→</b>	69	<b>→</b>	69
Avg Days Attend	18.35		131.08		156
Possible Days Attend	20		148		180
Percent Attendance	92%		89%		87%
<u>Treatment</u>					
No. Students	140	-	141	<b>-</b>	141
Avg Days Attend	18.83		130.75		155.69
Possible Days Attend	20		148		180
Percent Attendance	94%		88%		86%
Read 180					
No. Students	76	<b>→</b>	77	<b>→</b>	77
Avg Days Attend	18.71	•	130.29	•	155.08
Possible Days Attend	20		148		180
Percent Attendance	94%		88%		86%
<u>Xtreme</u>					
No. Students	64	_	64		64
Avg Days Attend	18.97	-	131.29	-	156.42
Possible Days Attend	20		148		180
Percent Attendance	95%		89%		87%
Springfield					
<u> </u>					
No. Students	127		127		127
Avg Days Attend	18.37	-	127.69		151.36
Possible Days Attend	20		148		180
Percent Attendance	92%		86%		84%
<u>Chicopee</u>	0 <u>2</u> /0		5570		U-1 /U
<u>Criicopee</u>					
No. Students	79	-	83	-	83
Avg Days Attend	19.16	•	135.7		162.56
Possible Days Attend	20		148		180
Possible Days Attend Percent Attendance					
rercent Attendance	96%		92%		90%

<sup>\*</sup> District Spring data had different possible Days of Attendance. Chicopee data was converted from a possible 110 to 148 to match Springfield.

Attendance Trend of the Cohort 2 Intent to Treat Population with Pre/Post Test

ort 2 Intent	to rreat		on with	Pre/Post I	est
					]
<u>Fall</u>		Spr*		End of Yr	
159	<b>→</b>	159	<b>→</b>	159	<b> </b>
18.83		130.75	•	155.69	
20		148		180	
		88%		86%	
			. 🛌		
	-	51	-	51	
18.76		136.27		164.1	
94%		92%		91%	
108	<b>→</b>	108	<b>→</b>	108	<b> </b>
			-		
50					
	-		_		
95%		92%		92%	
50	<b>→</b>	50	<b>→</b>	50	
19.4	F	136.12	•	164.29	
20		148		180	
97%		92%		91%	
91	<b>→</b>	<b>Q1</b>	-	<b>Q1</b>	<b> </b>
			_		
J+ /0		J 1 /0		30 /0	
		68	_	68	
19.4		138.65		166.5	
20		148		180	
97%		94%		93%	
	Fall  159 18.83 20 94%  51 18.76 20 94%  108 19.16 20 96%  58 18.95 20 95%  50 19.4 20 97%  91 18.76 20 94%  68 19.4 20	Fall  159 18.83 20 94%  51 18.76 20 94%  108 19.16 20 96%  58 18.95 20 95%  50 19.4 20 97%  91 18.76 20 94%  68 19.4 20 94%	Cohort 2         Fall       Spr*         159       159         18.83       130.75         20       148         94%       88%         51       51         18.76       136.27         20       148         94%       92%         108       136.27         20       148         96%       92%         58       136.25         20       148         96%       92%         50       136.35         20       148         95%       92%         50       136.12         20       148         97%       92%         91       134.47         20       148         94%       91%         68       68         19.4       138.65         20       148         94%       91%	Cohort 2         Fall       Spr*         159       → 159         18.83       130.75         20       148         94%       88%         51       → 51         18.76       136.27         20       148         94%       92%         108       → 108         19.16       136.25         20       148         96%       92%         58       → 58         18.95       136.35         20       148         95%       92%         50       → 50         19.4       136.12         20       148         97%       92%         91       → 91         18.76       134.47         20       148         94%       91%         68       → 68         19.4       138.65         20       148         94%       91%	Fall         Spr*         End of Yr           159         →         159         →         159           18.83         130.75         155.69         20         148         180           94%         88%         86%           51         →         51         51         18.76         136.27         164.1         20         148         180         94%         92%         91%           108         →         108         →         108         19.4         180         92%         91%           108         →         108         →         108         19.4         180         92%         91%           108         →         108         →         108         19.4

<sup>\*</sup> District Spring data had different possible Days of Attendance.

Chicopee data was converted from a possible 110 to 148 to match Springfield.

**Attendance Trend of the Cohort 1 Intent to Treat Population** 

Attendance Trend of	i tile Colloi		J Heat Po	•			Not In Treatment Cohort 2			
		Cohort 1		In Trea	tment Coh		Not In	Treatment Co		
		• >	End of			End of		•	End of	
<u>Total ITT</u>	End o	<u>f Yr1</u>	<u>Yr2</u>	End of	<u>Yr1</u>	<u>Yr2</u>	End o	of Yr1	<u>Yr2</u>	
	-	-		-	-	•	-	-		
No. Students	225	198	198	68	62	62	157	136	136	
Avg Days Attend	159.12	161.21	155.37	162.87	163.49	156.87	157.5	160.17	154.69	
Percent	000/	000/	222/	000/	0.407	0=0/	222/	000/	222/	
Attendance	88%	90%	86%	90%	91%	87%	88%	89%	86%	
<u>Control</u>										
	<b>-</b> →				→		<b>.</b> . →	· →		
No. Students	73	65	65	19	17	17	54	48	48	
Avg Days Attend	161.03	163.37	156.86	164.16	164.48	157.07	159.92	162.98	156.79	
Percent	900/	010/	070/	010/	010/	070/	900/	91%	87%	
Attendance Treatment	89%	91%	87%	91%	91%	87%	89%	Ø 1 70	0170	
Treatment										
No. Students	152	133	133	<sub>49</sub> →	<sub>45</sub> →	45	103	<b>88</b> →	88	
Avg Days Attend	158.2	160.15	153 154.64	162.37	45 163.11	45 156.78	156.21	oo 158.63	oo 153.55	
Percent	136.2	100.15	154.04	102.37	103.11	150.76	150.21	136.03	155.55	
Attendance	88%	89%	86%	90%	91%	87%	87%	88%	85%	
Read 180				3070	0.70	<b>.</b> ,,,	<u> </u>	0070	30,0	
11000 100		_								
No. Students	77 <b>→</b>	68	68	26	23	23	<b>5</b> 1 →	45	45	
Avg Days Attend	159.57	160.99	154.12	160.42	161.3	158.43	159.14	160.83	151.92	
Percent			. = <b>=</b>	· · <del>-</del>			. = =			
Attendance	89%	89%	86%	89%	90%	88%	88%	89%	84%	
<u>Xtreme</u>										
No. Students	75	65	65	23	22	22	52	43	43	
Avg Days Attend	156.78	159.27	155.19	164.57	165	155.05	153.34	156.34	155.26	
Percent										
Attendance	87%	88%	86%	91%	92%	86%	85%	87%	86%	
<u>Springfield</u>										
	-	-		-	-	•	-	-		
No. Students	178	156	156	58	53	53	120	103	103	
Avg Days Attend	157.08	159.42	153.1	162.42	162.96	157.45	154.5	157.59	150.86	
Percent	070/	000/	050/	0001	040/	070/	000/	0624	0.407	
Attendance	87%	89%	85%	90%	91%	87%	86%	88%	84%	
<u>Chicopee</u>										
	. <del></del> →			→	. →		o <del>7</del> →	• <b>•</b>		
No. Students	47	42	42	10	9	9	37	33	33	
Avg Days Attend	166.81	167.86	163.8	165.5	166.56	153.35	167.16	168.21	166.65	
Percent	030/	020/	010/	020/	020/	QE 0/	030/	030/	020/	
Attendance	93%	93%	91%	92%	93%	85%	93%	93%	93%	

Attendance Trend of the Cohort 1 Intent to Treat Population with Pre and Post Test

Attendance Trend	of the Cono		to Treat Po	i			Not In Treatment Cohort 2			
		Cohort 1		In Trea	tment Coh		Not In Tre	eatment Co		
			End of			End of			End of	
<u>Total ITT</u>	End of	<u>f Yr1</u>	<u>Yr2</u>	End of	Yr1	<u>Yr2</u>	End of	<u> Yr1</u>	<u>Yr2</u>	
	-	-		-	-		-	-		
No. Students	187	176	176	62	58	58	125	118	118	
Avg Days Attend	163.67	164.43	160.25	163.02	163.44	157.72	163.99	164.92	161.5	
Percent			/			/		/	/	
Attendance	91%	91%	89%	91%	91%	88%	91%	92%	90%	
<u>Control</u>										
	→	→					→	→		
No. Students	62	59	59	18	16	16	44	43	43	
Avg Days Attend	165.87	165.95	160.93	163.68	163.95	156.56	166.77	166.7	162.55	
Percent Attendance	92%	92%	89%	91%	91%	87%	93%	93%	90%	
	92 /0	92 /0	09 /0	9170	91/0	01 /0	95 /6	95/0	90 /0	
Treatment										
No. Students	125	117	117	44	<sub>42</sub> →	42	<sub>81</sub> →	<sub>75</sub> →	75	
Avg Days Attend	162.58	163.66	159.91	162.75	163.24	158.16	162.48	163.89	160.89	
Percent	102.56	103.00	109.91	102.75	103.24	130.10	102.40	103.09	100.09	
Attendance	90%	91%	89%	90%	91%	88%	90%	91%	89%	
Read 180										
11000 100							_			
No. Students	69	63	63	24	22	22	45	41	41	
Avg Days Attend	161.04	162.13	158.41	160.33	161.05	158.18	161.42	162.71	158.54	
Percent										
Attendance	89%	90%	88%	89%	89%	88%	90%	90%	88%	
<u>Xtreme</u>										
No. Students	56	54	54	20	20	20	36	34	34	
Avg Days Attend	164.46	165.44	161.67	165.65	165.65	158.15	163.81	165.32	163.74	
Percent										
Attendance	91%	92%	90%	92%	92%	88%	91%	92%	91%	
<u>Springfield</u>										
	→	-			<b>→</b>		→	-		
No. Students	150	139	139	57	53	53	93	86	86	
Avg Days Attend	162.39	163.25	158.44	162.55	162.97	157.45	162.3	163.42	159.06	
Percent	000/	040/	000/	000/	040/	070/	000/	040/	000/	
Attendance	90%	91%	88%	90%	91%	87%	90%	91%	88%	
<u>Chicopee</u>										
No Oficial accide	37 →	37 →	27	5 →	<sub>5</sub> →	_	22 →	→		
No. Students			37			5	32	32	32	
Avg Days Attend Percent	168.86	168.86	167.05	168.4	168.4	160.6	168.94	168.94	168.06	
Attendance	94%	94%	93%	94%	94%	89%	94%	94%	93%	
Allendance	∂ <del>¬</del> /0	Ð <del>↑</del> /0	9J /0	∂ <del>¬</del> /0	J <del>↑</del> /0	09/0	∂ <del>¬</del> /0	<i>3</i> <b>→</b> /0	JJ /0	

# APPENDIX I-3

DESCRIPTIVE DATA ANALYSIS REPORT

Striving Readers
Descriptive Data Analysis Report
Cohort 1 and Cohort 2
9th Grade

Original Randomization Spring 2006 and 2007

8		1 9								
Intervention	Original Randomi	ization		Exclud school	led prior year	to	Expecte Placeme			
	C1	C2	Total	C1	C2	Total	C1*	C2	Total	
Control	117	103	220	17	14	31	100	89	189	
READ 180	106	101	207	12	10	22	94	91	185	
Xtreme	111	96	207	20	12	32	91	84	175	
Total	334	300	634	49	36	85	285	264	549	

<sup>\*</sup> Originally reported as 100, 95, 90 without verification. End-of-year (EOY) for Read 180, one was excluded due to attendance 5 of 180 days and for Xtreme one was excluded based on the Roster provided.

Original Randomization Spring 2006 and 2007 by School and Intervention (n=634)

V	Control				READ 180			·	,	Cohort 1	Cohort 2	Grand
SCHOOL	C1	C2	Total	C1	C2	Total	C1	C2	Total	Total	Total	Total
1	9	19	28	7	18	25	7	19	26	23	56	79
2	11	18	29	12	14	26	12	13	25	35	45	80
3	39	20	59	31	20	51	32	20	52	102	60	162
4	32	24	56	31	26	57	28	20	48	91	70	161
5	26	22	48	25	23	48	32	24	56	83	69	152
Total	117	103	220	106	101	207	111	96	207	334	300	634

**Expected Placement by School and Intervention- non-verified** (n = 549)

SCHOOL	Control				READ 180					Cohort 1	Cohort 2	Grand
	C1	C2	Total	C1	C2	Total	C1	C2	Total	Total	Total	Total
1	10	20	30	6	17	23	9	15	24	25	52	77
2	7	11	18	11	13	24	7	10	17	25	34	59
3	28	20	48	28	16	44	26	20	46	82	56	138
4	33	19	52	28	22	50	25	17	42	86	58	144
5	22	19	41	21	23	44	24	22	46	67	64	131
Total	100	89	189	94	91	185	91	84	175	285	264	549

<sup>\*\*</sup> Expected placement as of mid October. For Cohort 2 exclusions were validated from Student Level data received in November.

Changes to Expected Placement (n=549 with 386 actually placed)

Changes to Expected Placement	Control			READ	180		Xtreme			Cohort 1	Cohort 2	Grand
	C1	C2	Total	C1	C2	Total	C1	C2	Total	Total	Total	Total
Expected Placement	100	89	189	94	91	185	91	84	175	285	264	549
Excluded post placement	28	16	44	16	16	32	16	20	36	60	52	112
Not Placed	6	15	21	7	12	19	3	8	11	16	35	51
Verified Placement	66	58	124	71	63	134	72	56	128	209	177	386
Incorrect Placement (Net Change)	1	4	5	1	0	1	1	0	1	3	4	7
Actual Placement	67	54	121	70	66	136	72	57	129	209	177	386

Actual Placement by School and Verified Intervention (n=386)

Actual Flacelli	ent by sen	oor and	v ci iiica	III COLVE	iitioii (i	1 300)						
SCHOOL	Control				READ 180					Cohort 1	Cohort 2	Grand
	C1	C2	Total	C1	C2	Total	C1	C2	Total	Total	Total	Total
1	8	17	25	6	17	23	9	15	24	23	49	72
2	6	10	16	10	12	22	6	10	16	22	32	54
3	14	7	21	16	12	28	14	7	21	44	26	70
4	21	12	33	20	12	32	22	14	36	63	38	101
5	18	8	26	18	13	31	21	11	32	57	32	89
Total	67	54	121	70	66	136	72	57	129	209	177	386

Not Placed by School and Original Intervention Assignment (n=51)

110t Traced by	school and	thoor and Original Intervention Assignment										
SCHOOL	Control			READ	180		Xtreme			Cohort 1	Cohort 2	Grand
	C1	C2	Total	C1	C2	Total	C1	C2	Total	Total	Total	Total
1	0	1	1	0	0	0	0	0	0	0	1	1
2	0	0	0	1	1	2	1	0	1	2	1	3
3	1	2	3	4	1	5	0	3	3	5	6	11
4	5	3	8	2	8	10	2	2	4	9	13	22
5	0	9	9	0	2	2	0	3	3	0	14	14
Total	6	15	21	7	12	19	3	8	11	16	35	51

<sup>\*</sup>Two students were excluded prior to the start of the school year for "Inactive" however when data was received the following year these students did attend and should have been included in the "not placed". These students are counted in the "Inactive"

**Intent to Treat** (n=437)

SCHOOL	Control				READ 180					Cohort 1	Cohort 2	Grand
	C1	C2	Total	C1	C2	Total	C1	C2	Total	Total	Total	Total
1	8	18	26	6	17	23	9	15	24	23	50	73
2	6	10	16	11	13	24	7	10	17	24	33	57
3	15	9	24	20	13	33	14	10	24	49	32	81
4	26	15	41	22	20	42	24	16	40	72	51	123
5	18	17	35	18	15	33	21	14	35	57	46	103
Total	73	69	142	77	78	155	75	65	140	225	212	437

Count of Outcome Scores in Verified Intervention (n=328)

SCHOOL	Control			READ 180			Xtreme			Cohort 1	Cohort 2	Grand
	C1	C2	Total	C1	C2	Total	C1	C2	Total	Total	Total	Total
1	8	15	23	6	17	23	8	13	21	22	45	67
2	6	7	13	10	10	20	6	10	16	22	27	49
3	8	3	11	15	5	20	8	4	12	31	12	43
4	20	11	31	20	10	30	20	12	32	60	33	93
5	16	5	21	17	13	30	17	8	25	50	26	76
Total	58	41	99	68	55	123	59	47	106	185	143	328
% Tested	87%	76%	82%	97%	83%	90%	82%	82%	82%	89%	81%	85%

Count of Outcome Scores in Not Placed (n=39)

SCHOOL	Control			READ 180			Xtreme			Cohort 1	Cohort 2	Grand
	C1	C2	Total	C1	C2	Total	C1	C2	Total	Total	Total	Total
1	0	1	1	0	0	0	0	0	0	0	1	1
2	0	0	0	1	1	2	1	0	1	2	1	3
3	1	1	2	1	1	2	0	1	1	2	3	5
4	5	3	8	2	5	7	2	2	4	9	10	19
5	0	8	8	0	2	2	0	1	1	0	11	11
Total	6	13	19	4	9	13	3	4	7	13	26	39
% Tested	100%	87%	90%	57%	75%	68%	100%	50%	64%	81%	74%	76%

**Count of Outcome Scores in Intent to Treat** (n=367)

SCHOOL	Control			READ	180		Xtreme			Cohort 1	Cohort 2	Grand
	C1	C2	Total	C1	C2	Total	C1	C2	Total	Total	Total	Total
1	8	16	24	6	17	23	8	13	21	22	46	68
2	6	7	13	11	11	22	7	10	17	24	28	52
3	9	4	13	16	6	22	8	5	13	33	15	48
4	25	14	39	22	15	37	22	14	36	69	43	112
5	16	13	29	17	15	32	17	9	26	50	37	87
Total	64	54	118	72	64	136	62	51	113	198	169	367
% Tested	88%	78%	83%	94%	82%	88%	83%	78%	81%	88%	80%	84%

**Results of Outcome Scores in Verified Intervention** (n=328 and 386 with scores)

	Control			READ	180		Xtreme			Cohort 1	Cohort 2	Grand
	C1	C2	Total	C1	C2	Total	C1	C2	Total	Total	Total	Total
< 4th Grade	5	7	12	8	3	11	9	3	12	22	13	35
< 2nd Grade	36	20	56	34	23	57	28	24	52	98	67	165
Eligible	17	14	31	26	29	55	22	20	42	65	63	128
Total with score	58	41	99	68	55	123	59	47	106	185	143	328
No score	9	13	22	2	11	13	13	10	23	24	34	58
Grand Total	67	54	121	70	66	136	72	57	129	209	177	386

**Results of Outcome Scores in Not Placed** (n=51 and 39 with scores)

Ittsuits of Out	come scor	CS III I 100	1 Iaccu	(II JI u	iiu 37 W	itii scores	<i>)</i>					
	Control		READ 180		Xtreme			Cohort 1	Cohort 2	Grand		
	C1	C2	Total	C1	C2	Total	C1	C2	Total	Total	Total	Total
< 4th Grade	1	6	7	0	3	3	0	2	2	1	11	12
< 2nd Grade	3	1	4	3	1	4	2	1	3	8	3	11
Eligible	2	6	8	1	5	6	1	1	2	4	12	16
Total with score	6	13	19	4	9	13	3	4	7	13	26	39
No score	0	2	2	3	3	6	0	4	4	3	9	12
Grand Total	6	15	21	7	12	19	3	8	11	16	35	51

Results of Outcome Scores in Intent to Treat (n=437 and 367 with scores)

	Control READ 180			Xtreme			Cohort 1	Cohort 2	Grand			
	C1	C2	Total	C1	C2	Total	C1	C2	Total	Total	Total	Total
< 4th Grade	6	13	19	8	6	14	9	5	14	23	24	47
< 2nd Grade	39	21	60	37	24	61	30	25	55	106	70	176
Eligible	19	20	39	27	34	61	23	21	44	69	75	144
Total with												
score	64	54	118	72	64	136	62	51	113	198	169	367
No score	9	15	24	5	14	19	13	14	27	27	43	70
Grand Total	73	69	142	77	78	155	75	65	140	225	212	437

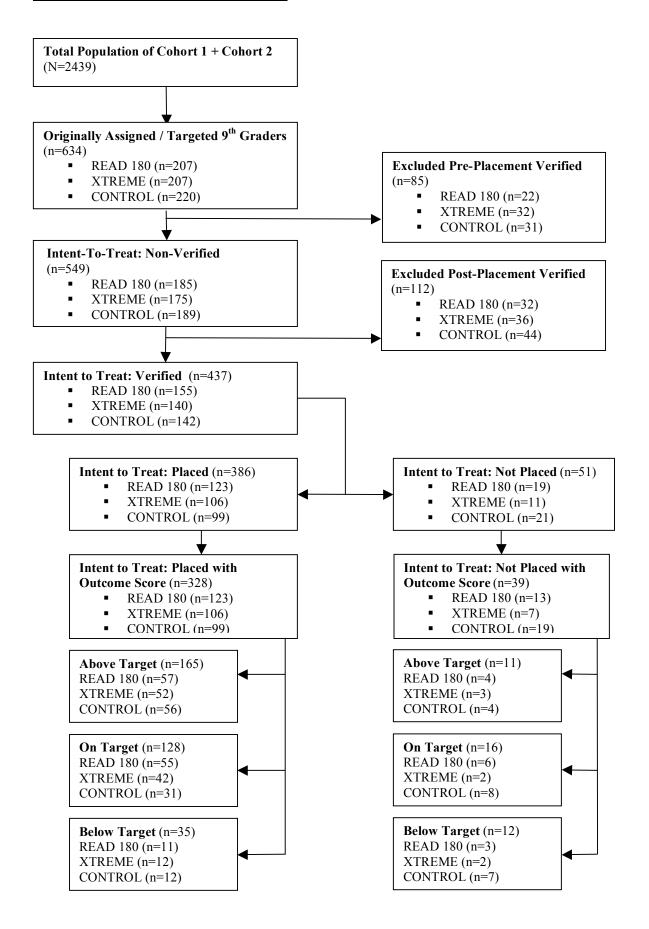
**Exclusions and Not Placed by Treatment** 

Exclusions and	NOT Flace	a by ire	eatment									
					Did	High		With			Non	
				Grad	not	Grade		draw		Data	Verifia	
				Req/	Enrol	S	Parent	n	Not	Verified	ble	
Intervention				Alt	l in	/MC	Refus	/Inac	Place	Exclusi	Exclusi	Grand
by Cohort		ELL	Sped	Sch	HS	AS	al	tive	d	ons	ons	Total
Cohort 1	Control	2	12	5	7	0	0	19	6	46	5	51
	READ											
	180	0	9	5	5	1	0	8	7	29	6	35
	Xtreme	0	8	4	7	3	0	14	3	32	7	39
Total Cohort 1		2	29	14	19	4	0	41	16	107	18	125
Cohort 2	Control	5	5	0	13	0	1	6	15	44	1	45
	READ											
	180	7	3	2	12	0	0	2	12	36	2	38
	Xtreme	4	3	1	14	6	0	4	8	33	7	40
Total Cohort 2		16	11	3	39	6	1	12	35	113	10	123
Cohort 1 and 2	Control	7	17	5	20	0	1	25	21	90	6	96
	READ											
	180	7	12	7	17	1	0	10	19	65	8	73
	Xtreme	4	11	5	21	9	0	18	11	65	14	79
Total Cohort 1 a	and 2	18	40	17	58	10	1	53	51	220	28	248

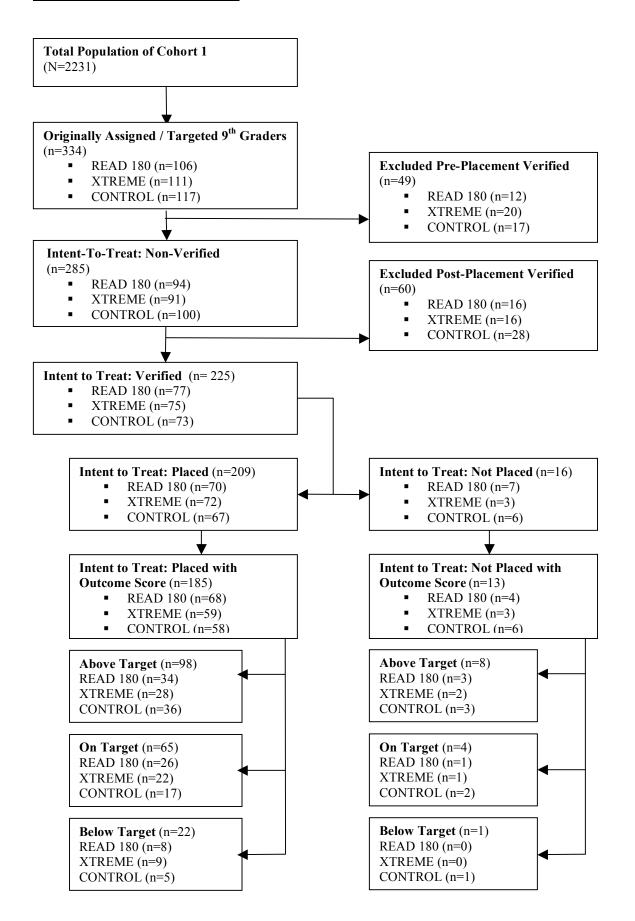
# APPENDIX I-4

RANDOMIZATION AND PLACEMENT

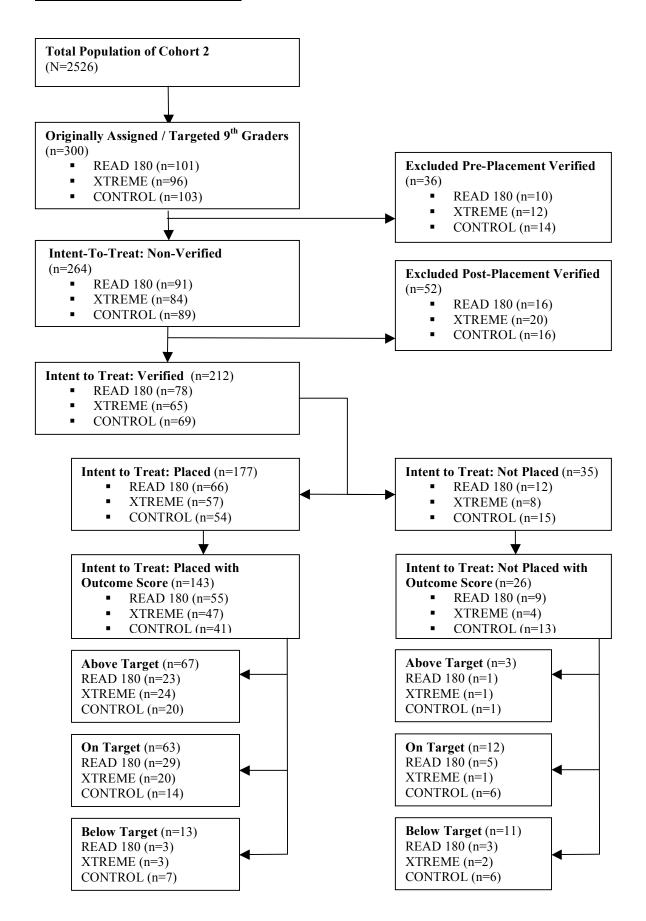
#### Placement Diagram: Cohorts 1 and 2



#### Placement Diagram: Cohort 1

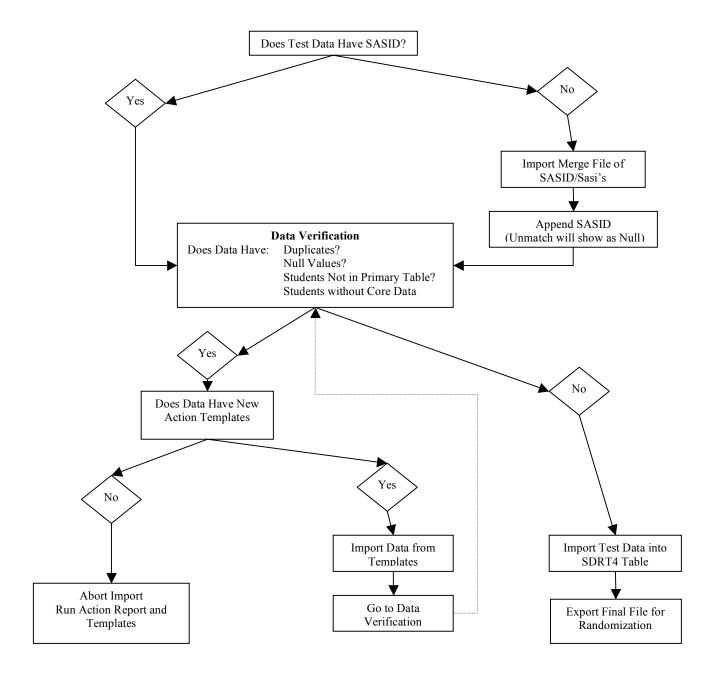


#### **Placement Diagram: Cohort 2**



### **Development of Upperclassmen Randomization**

(using SDRT4 test data received from Harcourt)



Action Report includes the following tabs:

A) Unmatched Students Students with null/sasi ID

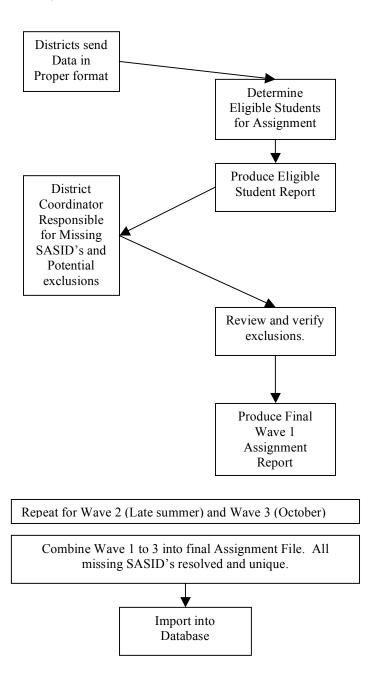
- B) Unmatched CCD Students with incorrect SASID or no CCD
- C) Duplicate Records

Final File includes the following:

- A) All accepted tests scores
- B) DOE 09,10,19,26, 34

### **Development of the Incoming Student Randomization**

(using SRI test scores)



Eligible Student Report includes tabs:

- A. List of students Eligible for Striving Readers Assignment
- B. List of Non Eligible students (Including those below 4<sup>th</sup> Grade Reading level.)

Final Assignment Report includes:

- A. List of Eligible students and their Assignment
- B. List of Non Eligible students

#### **Development of the Upperclassmen Randomization**

(using SDRT4 test data received from Harcourt)

Action Report includes the following tabs:

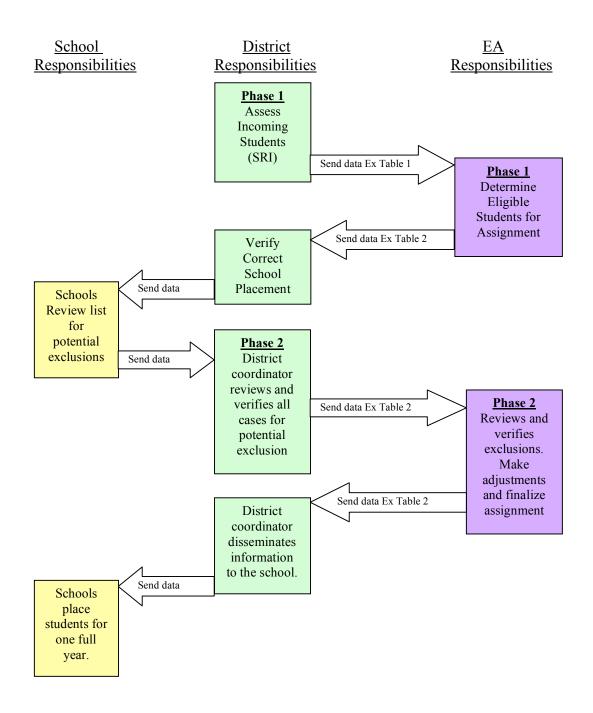
- D) Unmatched Students Students with null/sasi ID
- E) Unmatched CCD Students with incorrect SASID or no CCD
- F) Duplicate Records

Final File includes the following:

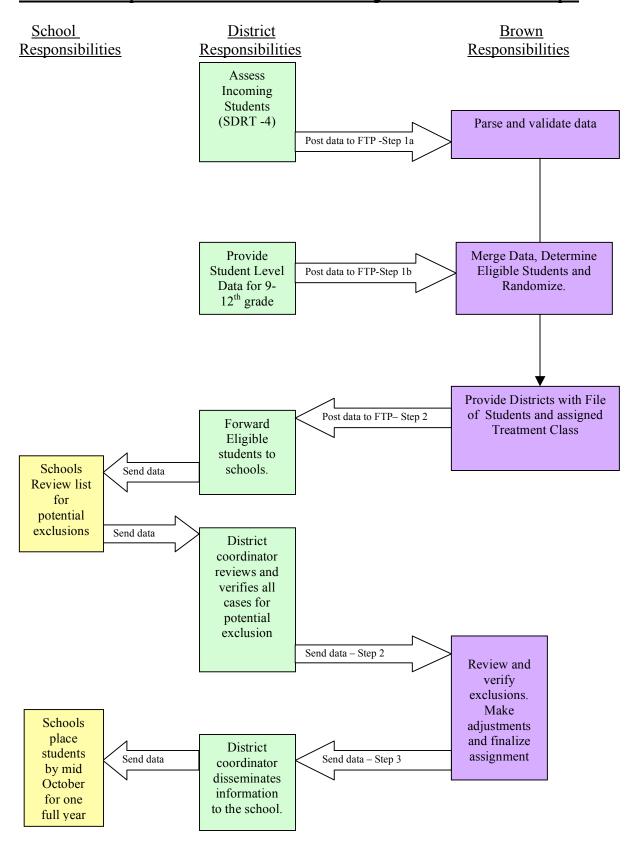
- A) All accepted tests scores
- B) DOE 09,10,19,26, 34

### **Development of the Incoming Student Randomization**

(using SRI test scores)



### Process and Responsibilities for randomization using SDRT-4 test scores as Step 1

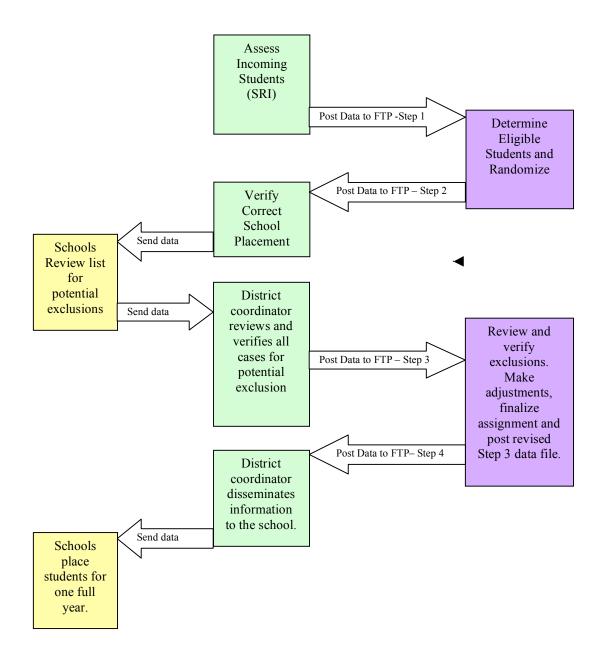




Spring Prior to School Year

### District Brown Responsibilities Responsibilities Provide to Brown scores for SRI (incoming 9<sup>th</sup>) and SDRT4 (9-12<sup>th</sup>). Merge and determine eligibility based on test score and grade level. Provide to Brown student level data (SPED, ELL, Randomize by school and SPED and School) for 8<sup>th</sup>-12<sup>th</sup> grade. ELL when possible. Provide to the Districts a list of eligible students and their treatment or control. Review list for staffing needs and if students are to be excluded from the study based on established exclusion criteria. Provide to Brown list of students to be excluded. Verify exclusions with student level Rebalance after exclusions if needed and Schedule the students by mid October. provide revised list to the districts. Provide to Brown list of additional exclusions by mid October. Verify exclusions with student level data Provide to Brown student level data including attendance to date. and generate Intent to treat population. Verify placement of students. Districts provide roster information for treatment Provide to districts a list of students and control teachers, from intent to treat population not found on a class roster. Review list to verify if student was not placed in a treatment class. Provide to Brown a list of additional exclusions Verify exclusions with student level data and updated roster information. and generate actual treatment population. Provide to Brown Final end of year student level

Process and Responsibilities for Randomization using SRI test scores.



## Schedule of District Data Files

File	Frequency	Level of Data	Timeline
Student Level Data (SLD)	Three files per Cohort	School-Wide	First: Fall Second: Spring
			Third: Fall
SRI Test Scores	Annual	District-Wide Incoming 8 <sup>th</sup> graders	Spring
SDRT4 Test Scores	Bi-Annual	Striving Readers	Fall
		School-Wide	Spring
MCAS Test Scores	Annual	District-Wide 7 <sup>th</sup> Grade	Spring
		School-Wide 8 <sup>th</sup> Grade	Fall
		School-Wide 10 <sup>th</sup> Grade	Fall
Teacher Roster	Annual	Striving Readers	Spring
Exclusions	Three files	Striving Readers	Summer, mid
	per Cohort		October, Spring

## Schedule of Brown Files

File	Frequency	Level of Data	Timeline
Randomized 9 <sup>th</sup> Grade Students	Annual	School-Wide All Eligible Students	Spring - Summer
Randomized 10 <sup>th</sup> -12 <sup>th</sup> Grade Students	Annual	School-Wide All Eligible Students	Summer
SDRT4 Test Scores	Annual	School-Wide	Summer
Not Placed for Verification	Annual	Striving Readers	Winter - Spring

## Exclusion Criteria

<b>Description</b>	Collapsed Exclusion (Report)	Data Verified	Criteria for Verification or Approval Process for Exclusion
Sped	Sped	Yes	DOE 34 non 0 code in prior or current grade level
ELL	ELL	Yes	DOE 26 non 0 code in prior or current grade level
ECHS	Alt School/ Grad Req	No	Notification by District personnel
Twilight	Alt School/ Grad Req	No	Notification by District personnel
CTE	Alt School/ Grad Req	No	Notification by District personnel
12 <sup>th</sup> grade Graduation Req	Alt School/ Grad Req	No	Notification by District personnel
Not Enrolled	Not Enrolled	Yes	No Student Level Data provided in current school year.
High Grades / No MCAS	High Grades/MCAS	No	Notification by District personnel
High Grades and High MCAS	High Grades/MCAS	Yes	Proficient in MCAS
Parent Refusal	Parent Refusal	No	Notification by District personnel
Withdrawn/ transferred/ Dropout/ Deceased	Inactive/ Withdrawn	Yes	DOE 12 code 20-24, 41 (Transferred), 30-36 (Drop-out), 06 (Deceased), 05,40 (other withdrawn)
Inactive	Inactive/ Withdrawn	Yes	Using DOE 17 (Days attended) and 18 (Days Possible). Attendance is 75% or less in the first Student level data file and/or Days possible is 5 days less than expected.
Not Placed	Not Placed	Yes	Students are verified as placed from Rosters provided by Districts. Students Not Placed then are verified by the Districts during the school year.

# APPENDIX I-5

IMPACTS AND IMPLEMENTATION

**READ 180 classroom implementation level summary** 

	Year 1			Year 2		
School	Items	Rating	Level	Items	Rating	Level
A	0/4	0%	No Evidence	5/8	63%	Moderate
В	1/3	33%	Low	5/8	63%	Moderate
C	4/4	100%	Adequate	6/8	75%	Adequate
D	0/4	0%	No Evidence	7/8	88%	Adequate
E	3/4	75%	Adequate	2/8	25%	Low

Note: Averages were calculated for both years weighted by the total number of items across years.

READ 180 classroom implementation level and impacts: Years 1 and 2

	Implement	ation	Impact	
School	Rating	Level	Relative to Control	NOTES
A	42%	Low	Negative	Y2 Replacement higher
В	55%	Moderate	None	Y2 Replacement higher Impact score slightly lower
C	83%	Adequate	Positive	Y2 Replacement not as high
D	58%	Adequate	Positive	(Y1 was high, 100%) Y2 Replacement higher
E	42%	Low	None	Y2 DROP Impact score slightly lower

Note: One teacher taught years 1 and 2. Year 1 ratings were based on one observation given start-up time. Year 2 ratings were based on two observations with the exception of one teacher (one was used).

Implementation levels were defined as: No evidence (0 - 24%), Low (25 - 49%), Moderate (50 - 74%), and Adequate (75 - 100%).

### **Xtreme classroom implementation level summary**

	Year 1			Year 2		
School	Items	Rating	Level	Items	Rating	Level
A	0/2	0%	No Evidence	3/7	43%	Low
В	2/4	50%	Moderate	4/7	57%	Moderate
C	3/4	75%	Adequate	3/7	43%	Low
D	2/2	100%	Adequate	3/7	43%	Low
E	3/4	75%	Adequate	4/7	57%	Moderate

Note: Averages were calculated for both years weighted by the total number of items across years.

### Xtreme classroom implementation level and impacts: Year 1 and 2

	Implementation	on	Impact	
School	Rating	Level	Relative to Control	NOTES
A	33%	Low	Negative	Y1 Both low
В	55%	Moderate	None	Y2 INCREASE
D	2270	Wiodelate	Tione	Impact score slightly higher
C	55%	Moderate	Positive	Y2 Replacement lower
D	56%	Moderate	Positive	Y2 Replacement lower
_				
E	64%	Moderate	None	Y2 INCREASE
				Impact score slightly lower

Note: Two teachers taught years 1 and 2. Year 1 ratings were based on one observation given start-up time. Year 2 ratings were based on two observations with the exception of one teacher (one was used). One teacher observed in Year 1 was a substitute. One teacher reportedly had high numbers of SPED – another began at the beginning of Year 2.

Note: Implementation levels were defined as: No evidence (0 - 24%), Low (25 - 49%), Moderate (50 - 74%), and Adequate (75 - 100%).

# APPENDIX I-6

ANCOVA MODELS WITH INTERACTION TERMS

# Impact of intervention on student reading achievement (SDRT-4): Including Putnam – treatment x school interaction

### **Tests of Between-Subjects Effects**

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	96543.747 <sup>a</sup>	19	5081.250	10.916	.000	.388
Intercept	70109.737	1	70109.737	150.610	.000	.315
Treatment	203.432	2	101.716	.219	.804	.001
ELL	1162.329	1	1162.329	2.497	.115	.008
SPED	1684.133	1	1684.133	3.618	.058	.011
Minority	2461.098	1	2461.098	5.287	.022	.016
School	8519.632	4	2129.908	4.575	.001	.053
Cohort Year	6697.267	1	6697.267	14.387	.000	.042
MCAS ELA Grade 8	39852.211	1	39852.211	85.611	.000	.207
Treatment * School	5298.411	8	662.301	1.423	.186	.034
Error	152220.016	327	465.505			
Total	1.563E8	347				
Corrected Total	248763.764	346				

a. R Squared = .388 (Adjusted R Squared = .353)

# Impact of intervention on student reading achievement (SDRT-4): Excluding Putnam – treatment x school interaction

### **Tests of Between-Subjects Effects**

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	66660.813 <sup>a</sup>	16	4166.301	7.822	.000	.364
Intercept	46400.674	1	46400.674	87.118	.000	.285
Treatment	274.263	2	137.132	.257	.773	.002
ELL	1547.947	1	1547.947	2.906	.090	.013
SPED	1496.978	1	1496.978	2.811	.095	.013
Minority	1411.059	1	1411.059	2.649	.105	.012
School	1107.988	3	369.329	.693	.557	.009
Cohort Year	2663.599	1	2663.599	5.001	.026	.022
MCAS ELA Grade 8	24332.399	1	24332.399	45.685	.000	.173
Treatment * School	4771.538	6	795.256	1.493	.182	.039
Error	116643.068	219	532.617			
Total	1.051E8	236				
Corrected Total	183303.881	235				

a. R Squared = .364 (Adjusted R Squared = .317)

# Impact of intervention on student reading achievement (SDRT-4): Including Putnam – cohort x school interaction

### **Tests of Between-Subjects Effects**

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	94886.933 <sup>a</sup>	15	6325.796	13.607	.000	.381
Intercept	75784.564	1	75784.564	163.018	.000	.330
Treatment	932.120	2	466.060	1.003	.368	.006
ELL	1093.670	1	1093.670	2.353	.126	.007
SPED	1599.583	1	1599.583	3.441	.064	.010
Minority	2774.180	1	2774.180	5.967	.015	.018
School	7398.160	4	1849.540	3.978	.004	.046
Cohort Year	5349.990	1	5349.990	11.508	.001	.034
MCAS ELA Grade 8	36464.365	1	36464.365	78.437	.000	.192
Cohort * School	3641.597	4	910.399	1.958	.101	.023
Error	153876.830	331	464.885			
Total	1.563E8	347				
Corrected Total	248763.764	346				

a. R Squared = .381 (Adjusted R Squared = .353)

## Impact of intervention on student reading achievement (SDRT-4): Excluding **Putnam** – cohort x school interaction

### **Tests of Between-Subjects Effects**

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	64796.056 <sup>a</sup>	13	4984.312	9.337	.000	.353
Intercept	52403.793	1	52403.793	98.168	.000	.307
Treatment	1311.847	2	655.923	1.229	.295	.011
ELL	1572.423	1	1572.423	2.946	.088	.013
SPED	1575.875	1	1575.875	2.952	.087	.013
Minority	1576.447	1	1576.447	2.953	.087	.013
School	1421.203	3	473.734	.887	.448	.012
Cohort Year	2904.366	1	2904.366	5.441	.021	.024
MCAS ELA Grade 8	21159.400	1	21159.400	39.638	.000	.151
Cohort * School	2906.781	3	968.927	1.815	.145	.024
Error	118507.825	222	533.819			
Total	1.051E8	236				
Corrected Total	183303.881	235				

# Impact of intervention on student reading achievement (SDRT-4): Including Putnam – treatment x cohort interaction

### **Tests of Between-Subjects Effects**

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	91368.237ª	13	7028.326	14.870	.000	.367
Intercept	74608.836	1	74608.836	157.849	.000	.322
Treatment	1009.173	2	504.587	1.068	.345	.006
ELL	1247.991	1	1247.991	2.640	.105	.008
SPED	1642.614	1	1642.614	3.475	.063	.010
Minority	3326.210	1	3326.210	7.037	.008	.021
School	9256.681	4	2314.170	4.896	.001	.056
Cohort Year	7018.649	1	7018.649	14.849	.000	.043
MCAS ELA Grade 8	37953.133	1	37953.133	80.297	.000	.194
Cohort * School	122.901	2	61.450	.130	.878	.001
Error	157395.527	333	472.659			
Total	1.563E8	347				
Corrected Total	248763.764	346				

a. R Squared = .367 (Adjusted R Squared = .343)

## Impact of intervention on student reading achievement (SDRT-4): Excluding Putnam – treatment x cohort interaction

### **Tests of Between-Subjects Effects**

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	62174.186 <sup>a</sup>	12	5181.182	9.539	.000	.339
Intercept	50212.084	1	50212.084	92.441	.000	.293
Treatment	1373.713	2	686.857	1.265	.284	.011
ELL	1531.889	1	1531.889	2.820	.094	.012
SPED	1422.120	1	1422.120	2.618	.107	.012
Minority	2023.319	1	2023.319	3.725	.055	.016
School	1007.151	3	335.717	.618	.604	.008
Cohort Year	3081.268	1	3081.268	5.673	.018	.025
MCAS ELA Grade 8	22456.479	1	22456.479	41.342	.000	.156
Cohort * School	284.911	2	142.456	.262	.770	.002
Error	121129.696	223	543.182			
Total	1.051E8	236				
Corrected Total	183303.881	235				

## APPENDIX J

TARGETED INTERVENTION IMPLEMENTATION SCORES

Exhibit 1. Definition of implementation components and subcomponents

Major Components and Subcomponents	No	Yes	Score Range*
1. Professional Development Participation (attendance)			0-3
a. Initial training	0	1	
b. Ongoing workshops, seminars, and/or online courses	0	1	
c. Ongoing mentoring	0	1	
2. Materials/Technology/Assessments			0-1
a. Provision/availability	0	1	
3. Classroom Organization/Structure/Context			0-2
a. On-schedule for intervention class time	0	1	
b. Teacher-student ratio not exceeded	0	1	
4. Classroom Model Fidelity			0-8 (READ 180) 0-7 (Xtreme)
a.(i) Instructional practices: structured content	0	1	
a.(ii) Instructional practices: research-based instructional methods	0	1	
a.(iii) Instructional practices: responsive teaching	0	1	
b.(i) Dosage of the class: use of rotations	0	1	(READ 180 only)
b.(ii) Dosage of the class: pacing for the year	0	1	
b.(iii) Dosage of the class: amount of instructional time	0	1	
c. Use of materials and/or technology	0	1	
d. Use of assessments to inform instruction	0	1	
5. Student Behavior			0-1
a. Students on-task (75% or more of the students)	0	1	

<sup>\*</sup> Score range applies to both interventions unless otherwise noted.

## **Scores for Teacher Participation in Professional Development Activities**

Exhibit 2. READ 180: Ratings of professional development participation (attendance) by teacher

	Professional		Professional	
Read 180	Development %	Rating	Development %	Rating
Teacher	Year 1	Year 1	Year 2	Year 2
1	67%	Moderate		
2	33%	Low		
3	33%	Low		
4	100%	Adequate		
5	67%	Moderate		
6	100%	Adequate		
0*			50%	Moderate
	Mean = 67%			
7			67%	Moderate
8			100%	Adequate
9			100%	Adequate
10			67%	Moderate
			Mean = 77%	

Data source: teacher survey (Year 1) and district documents (Years 1 and 2)

Exhibit 3. READ 180 (Year 1): Ratings of professional development participations (attendance) by teacher for YEAR 1

Teacher	PD %	PD score	Initial Training	Ongoing Workshops	Ongoing Mentoring
1	2/3=67%	2	1	1	67%=0
2	1/3=33%	1	1	0	67%=0
3	1/3=33%	1	1	0	67%=0
4	1/1=100%	1	1	No data	No data
5	2/3=67%	2	1	1	83%=0
6	1/1=100%	1	1	No data	No data
	67%	_	6/6=100%	2/4=50%	3=67%;
					1=83%; 2=N/A

Data source: district documents for initial training, teacher survey for ongoing workshops and mentoring

Exhibit 4. READ 180 (Year 2): Ratings of professional development participations (attendance) by teacher for YEAR 2

Teacher	PD %	PD score	Initial Training	Ongoing Workshops	Ongoing Mentoring
7	2/3=67%	2	1	1	0
8	2/2=100%	2	N/A	1	1
9	2/2=100%	2	N/A	1	1
4	1/2=50%	1	N/A	1	0
10	2/3=67%	2	1	1	0
	77%		2/2=100%	5/5=50%	2/5=40%

Data source: district documents (via FTP site)

**Exhibit 5. Xtreme Reading: Ratings of professional development participation** (attendance) by teacher

	Professional		Professional	
Xtreme Reading	Development %	Rating	Development %	Rating
Teacher	Year 1	Year 1	Year 2	Year 2
1	100%	Adequate		
2	67%	Moderate		
3	33%	Low	100%	Adequate
4	67%	Moderate	100%	Adequate
5	100%	Adequate		
	Mean = 73%			
6			0%	No evidence
7			100%	Adequate
8			100%	Adequate
			Mean = 80 %	_

Data source: teacher survey (Year 1) and district documents (Years 1 and 2)

Exhibit 6. Xtreme Reading (Year 1): Ratings of professional development participation (attendance) by teacher for YEAR 1

Teacher	PD %	PD score	Initial Training	Ongoing Workshops	Ongoing Mentoring
1	2/2=100%	2	1	1	No data
2	2/3=67%	2	1	0	125%=1
3	1/3=33%	1	0	1	88%=1
4	2/3=67%	2	1	1	75%=0
5	2/2=100%	2	1	1	No data
	73%		4/5=100%	4/5=100%	1=125%;
					1=88%;
					1=75%; 2=N/A

Data source: district documents for initial training and ongoing workshops, teacher survey for ongoing mentoring

Exhibit 7. Xtreme Reading (Year 2): Ratings of professional development participations (attendance) by teacher for YEAR 2

Teacher	PD %	PD score	Initial Training	Ongoing Workshops	Ongoing Mentoring
6	0/3=0%	0	0	0	0
4	2/2=100%	2	N/A	1	1
7	2/2=100%	2	N/A	1	1
3	2/2=100%	2	N/A	1	1
8	3/3=100%	3	1	1	1
	80%		1/2=50%	4/5=80%	4/5=80%

Data source: district documents (via FTP site)

## **Scores for Provision of Materials and Technology:**

Exhibit 8. READ 180: Ratings of provision of materials/technology by teacher

Read 180	Materials %	Rating	Materials %	Rating
Teacher	Year 1	Year 1	Year 2	Year 2
1	100%	Adequate		
2	100%	Adequate		
3	100%	Adequate		
4	100%	Adequate		
5	100%	Adequate		
6	100%	Adequate		
0*			100%	Adequate
	Mean = $100\%$			
7			100%	Adequate
8			100%	Adequate
9			0%	No evidence
10			100%	Adequate
			Mean = 80 %	

Data source: teacher surveys

Exhibit 9. READ 180 (Year 1): Ratings of provisions of materials/technology by teacher for YEAR  $\bf 1$ 

Teacher	Provision/Availability
1	1/1=100%
2	1/1=100%
3	1/1=100%
4	1/1=100%
5	1/1=100%
6	1/1=100%
	100%

Data source: teacher surveys

Exhibit 10. READ 180 (Year 2): Ratings of provisions of materials/technology by teacher for YEAR 2

Teacher	Provision/Availability
7	1/1=100%
8	1/1=100%
9	0/1=100%
4	1/1=100%
10	1/1=100%
	80%

Data source: teacher surveys

**Exhibit 11. Xtreme Reading: Ratings of provision of materials/technology by teacher** 

Xtreme	Materials %	Rating	Materials %	Rating
Teacher	Year 1	Year 1	Year 2	Year 2
1	100%	Adequate		
2	100%	Adequate		
3	100%	Adequate	0%	No evidence
4	100%	Adequate	0%	No evidence
5	100%	Adequate		
	Mean = 100%			
6			0%	No evidence
7			100%	Adequate
8			100%	Adequate
			Mean = 40 %	

Data source: teacher surveys

Exhibit 12. Xtreme Reading (Year 1): Ratings of provision of materials/technology by teacher for YEAR 1

Teacher	Materials Provision/Availability
1	1/1=100%
2	1/1=100%
3	1/1=100%
4	1/1=100%
5	1/1=100%
	100%

Data source: teacher surveys

Exhibit 13. Xtreme Reading (Year 2): Ratings of provision of materials/technology by teacher for YEAR 2

Teacher	Materials Provision/Availability
6	0/1=0%
4	0/1=0%
7	1/1=100%
3	0/1=0%
8	1/1=100%
	40%

Data source: teacher surveys

## **Scores for Classroom Organization**

Exhibit 14. READ 180: Ratings of classroom organization and structure by teacher

Read 180 Teacher	Class Structure	Rating Year 1	Class Structure	Rating Year 2
Teacher	Year 1	1041 1	Year 2	1 0u1 2
1	100%	Adequate		
2	100%	Adequate		
3	100%	Adequate		
4	100%	Adequate		
5	100%	Adequate		
6	100%	Adequate		
0*			100%	Adequate
	Mean = 100%			
7			100%	Adequate
8			100%	Adequate
9			100%	Adequate
10			100%	Adequate
			Mean = 100 %	

Data source: classroom observations observation and district chart

Exhibit 15. READ 180 (Year 1): Ratings of classroom organization and structure by teacher for YEAR  $\bf 1$ 

Teacher	Class Structure	On-Schedule	Teacher- Student
	Score		Ratio
1	2/2=100%	1	1
2	2/2=100%	1	1
3	2/2=100%	1	1
4	2/2=100%	1	1
5	2/2=100%	1	1
6	2/2=100%	1	1
_	100%		

Data source: classroom observation and district chart

Exhibit 16. READ 180 (Year 2): Ratings of classroom organization and structure by teacher for YEAR  $\bf 2$ 

Teacher	Class	On-Schedule	Teacher-
	Structure		Student
	Score		Ratio
7	2/2=100%	1	1
8	2/2=100%	1	1
9	2/2=100%	1	1
4	2/2=100%	1	1
10	2/2=100%	1	1
_	100%		

Data source: classroom observation and district chart

**Exhibit 17. Xtreme Reading: Ratings of classroom organization and structure by teacher** 

Xtreme Reading Teacher	Class Structure % Year 1	Rating Year 1	Class Structure % Year 2	Rating Year 2
1	100%	Adequate		
2	100%	Adequate		
3	100%	Adequate	100%	Adequate
4	100%	Adequate	100%	Adequate
5	100%	Adequate		
	Mean = 100%			
6			100%	Adequate
7			100%	Adequate
8			100%	Adequate
_			Mean = 100 %	

Data source: classroom observation and district chart

Exhibit 18. Xtreme Reading (Year 1): Ratings of classroom organization and structure by teacher for YEAR  $\bf 1$ 

Teacher	Total Class Structure	Class Structure Score	On-Schedule	Teacher-Student Ratio
1	2/2=100%	2	1	1
2	2/2=100%	2	1	1
3	2/2=100%	2	1	1
4	2/2=100%	2	1	1
5	2/2=100%	2	1	1
	100%			

Data source: classroom observation and district chart

Exhibit 19. Xtreme Reading (Year 2): Ratings of classroom organization and structure by teacher for YEAR 2  $\,$ 

Teacher	Total Class Structure	Class Structure Score	On-Schedule	Teacher-Student Ratio
6	2/2=100%	2	1	1
4	2/2=100%	2	1	1
7	2/2=100%	2	1	1
3	2/2=100%	2	1	1
8	2/2=100%	2	1	1
	100%			

Data source: classroom observation and district chart

# **Scores for Classroom Model Fidelity**

Exhibit 20. READ 180: Ratings of classroom model fidelity by teacher

Read 180	Classroom	Rating	Classroom	Rating
Teacher	Fidelity %	Year 1	Fidelity %	Year 2
-	Year 1		Year 2	
1	75%	Adequate		
2	100%	Adequate		
3	0%	No evidence		
4	75%	Adequate		
5	0%	No evidence		
6	33%	Low		
0*			25%	Low
	Mean = 47%			
7			63%	Moderate
8			88%	Adequate
9			63%	Moderate
10			75%	Adequate
			Mean = 63 %	_

Data source: classroom observation and teacher survey

Exhibit 21. READ 180 (Year 1): Ratings of classroom model fidelity by teacher for YEAR 1  $\,$ 

Teacher	Total	Instructional rotations/practices	Pacing/dosage	Use of Materials/technology	Use of assessments
1		1	1	1	0
	3/4=75%				
2	4/4=100%	1	1	1	1
3	0/4=0%	0	0	0	0
4	3/4=75%	1	0	1	1
5	0/4=0%	0	0	0	0
6	1/3=33%	0	0	1	No data
	47%				
	0%=2;				
	71%=4				

Data source: classroom observation and teacher survey

Exhibit 22. READ 180 (Year 2): Ratings of classroom model fidelity by teacher for YEAR 2

Teacher	Total	Structured Content	Research-Based Instructional Methods	Responsive teaching	Use of Rotations	Pacing for the year	Instructional time	Use of materials and/or technology	Use of assessments
7	5/8=63%	1,1=1	1,1=1	1,1=1	0,0=0	0,1=0	0,0=0	1,1=1	1
8	7/8=88%	1,1=1	1,1=1	1,1=1	1,1=1	0,1=0	1,1=1	1,1=1	1
9	5/8=63%	1,1=1	0,1=0	1,1=1	0,0=0	1,1=1	0,1=0	1,1=1	1
4	2/8=25%	1,0=0	0=0,0	1,0=0	1,0=0	1,0=0	0,0=0	1,1=1	1
10	6/8=75%	1,1=1	1,1=1	1,1=1	0,0=0	0=0,0	0,0=0	1,1=1	1
	63%								

Data source: classroom observation and teacher survey

Exhibit 23. Xtreme Reading: Classroom model fidelity ratings by teacher

Xtreme Reading	Classroom	Rating	Classroom	Rating
Teacher	Fidelity %	Year 1	Fidelity %	Year 2
	Year 1		Year 2	
1	100%	Adequate		
2	75%	Adequate		
3	75%	Adequate	57%	Moderate
4	50%	Moderate	57%	Moderate
5	0%	No evidence		
	Mean = 60 %			
6			43%	Low
7			43%	Low
8			43%	Low
			Mean = 49 %	

Data source: classroom observation and teacher survey

Exhibit 24. Xtreme Reading (Year 1): Classroom model fidelity ratings by teacher for YEAR 1

Teacher	Total	Instructional rotations/practices implemented	Pacing/dosage of the class	Materials and/or technology	Use of assessments
1	2/2=100%	1	No data	1	No data
2	3/4=75%	1	0	1	1
3	3/4=75%	1	0	1	1
4	2/4=50%	1	0	1	0
5	0/2=0%	0	No data	0	No data
	60%				
	0%=1; 75%=4				

Data source: Classroom observation and teacher survey

Exhibit 25. Xtreme Reading (Year 2): Classroom model fidelity ratings by teacher for YEAR 2

Teacher	Total	Structured Content	Research-based instructional methods	Responsive teaching	Use of rotations	Pacing for the year	Instructional time	Use of materials and/or technology	Use of assessments
6	3/7=45%	1,1=1	1,0=0	1,1=1	N/A	0	1,0=0	1,1=1	0
4	4/7=57%	1,1=1	0,1=0	1,1=1	N/A	0	1,1=1	1,1=1	0
7	3/7=45%	1,1=1	0,0=0	1,1=1	N/A	0	0,0=0	1,1=1	0
3	4/7=57%	1=1	0=0	1=1	N/A				
8	3/7=45%	1,1=1	0,0=0	1,1=1	N/A				
	49%								

Data source: classroom observation and teacher survey

## **Scores for Student Behavior**

Exhibit 26. READ 180: Ratings of behavior (students on-task) by teacher

Read 180	Behavior %	Rating	Behavior %	Rating
Teacher	Year 1	Year 1	Year 2	Year 2
1	0%	No evidence		
2	0%	No evidence		
3	0%	No evidence		
4	100%	Adequate		
5	0%	No evidence		
6	100%	Adequate		
0*		-	0%	No evidence
	Mean = 33%			
7			0%	No evidence
8			0%	No evidence
9			0%	No evidence
10			0%	No evidence
			Mean = 0 %	_

Data source: classroom observation

Exhibit 27. READ 180 (Year 1): Ratings of behavior (students on-task) by teacher for YEAR  $\bf 1$ 

Teacher	Students on-task
1	0/1=0%
2	0/1=0%
3	0/1=0%
4	1/1=100%
5 6	0/1=0% 1/1=100%
U	33%;
	0%=4; 100=2

Data source: classroom observation

Exhibit 28. READ 180 (Year 2): Ratings of behavior (students on-task) by teacher for YEAR 2

Teacher	Students on-task
7	0/0=0%
8	0/0=0%
9	0/0=0%
4	0/0=0%
10	0/0=0%
	0%
	0%=5

Data source: classroom observation

Exhibit 29. Xtreme Reading: Ratings of behavior (students on-task), by teacher

Xtreme Reading Teacher	Behavior % Year 1	Rating Year 1	Behavior % Year 2	Rating Year 2
1	100%	Adequate		
2	100%	Adequate		
3	100%	Adequate	0%	No evidence
4	100%	Adequate	100%	Adequate
5	0%	No evidence		
	Mean = 80%			
6			100%	Adequate
7			0%	No evidence
8			100%	Adequate
			Mean = 60%	

Data source: classroom observation

Exhibit 30. Xtreme Reading (Year 1): Ratings of behavior (students on-task), by teacher for YEAR  $\bf 1$ 

Teacher	Students on-task
1	1/1=100%
2	1/1=100%
3	1/1=100%
4	1/1=100%
5	0/1=0%
	80%
	0%=1, 100%=4

Data source: classroom observation

Exhibit 31. Xtreme Reading (Year 2): Ratings of behavior (students on-task), by teacher for YEAR  $\bf 2$ 

Teacher	Students on-task
6	1/1-100%
4	1/1-100%
7	0/1=0%
3	0/1=0%
8	1/1
	60%
	0%-2; 100%=3

Data source: classroom observation

# Striving Readers Qualitative Analysis Codebook: Fidelity Scoring, Broader Context, & Counterfactual

**Introduction:** This codebook is to be used for all implementation analysis. Implementation analysis includes fidelity scoring within the five categories (e.g., professional development, materials, classroom organization/structure, classroom model, and student behavior) but also includes the broader context to be coded (e.g. teacher adaptations, satisfaction, district policy) not already captured in the fidelity scores.

**Fidelity Scores:** In Year 1 these scores were created using the structure as outlined in the Year 1 summary report and the associated scoring file/document. [Year 1 scores were based on observations and surveys but not teacher interviews.] Scores for Year 2 were created to include some of the items from the ERO study in our classroom fidelity model ratings. These components of instruction will be incorporated into Year 3 protocols. Negative and positive instances of each code should be recorded.

**Broader Context:** Any potential implementation influences/mediators not already captured via fidelity scoring framework. Other topics not scored in fidelity to include for example accommodations/adaptations made, degrees to which they are reported, intervention satisfaction, and policy context.

**Counterfactual:** Scoring relates only to implementation however there are codes related to the counterfactual (control) classrooms to be created based on those observations and interviews. These codes involve only those classrooms and what students receive in the absence of the add-on treatment.

# CONTEXT FOR IMPLEMENTATION: Fidelity Scoring, Broader Context, and Counterfactual

- 1. **Fidelity Scoring** strict and measurable intervention components and subcomponents
- 2. **Broader Context** anything potential influences/mediators of implementation
- 3. **Counterfactual** what happens in the absence of treatment/intervention which is in addition to standard ELA

General Implementation Analysis Framework: Use this current guide for coding Year 2 classroom scripts recorded during Year 2 observations (observation summaries). The overarching categories are based on our implementation study framework and the fidelity scoring components presented below. Fidelity of implementation scores are based on the observable (wherever possible) and the clearly-defined targeted model specifications for READ 180 and Xtreme.

Scripts will be used to compile the fidelity scores.

# FIDELITY SCORING: Implementation Components and Subcomponents

There are two true components of the implementation of READ 180 and Xtreme: inputs and classroom model. There is an indirect category added (i.e., student behavior) but not factored into the implementation fidelity score. The following five components were established to assess the fidelity of implementation of each targeted intervention.<sup>1</sup>

- 1. Professional development
- 2. Materials, technology, assessments
- 3. Classroom organization, structure, context
- 4. Classroom model including practice/pacing, dosage, use of materials/assessments
- 5. Behavior student

<sup>1</sup> Components and ratings presented initially by evaluators at the Striving Readers Program meeting sponsored by the Department of Education in the spring of 2008 consisted of this structure, but at the time only the classroom model and its subcomponents and ratings were presented.

# **TABLE 1. Striving Readers Implementation Fidelity Analysis: Scoring**

COMPONENTS - SUBCOMPONENTS	DEFINITIONS AND MEASURES/COUNTS	EXAMPLES/SOURCES/ADDITIONAL DATA COLLECTED BUT NOT USED FOR SCORING	Scoring
	opment Participation (teacher attendance)		
A. Initial training	Definition: Initial professional development training required, as specified by interventions, before the beginning of school year and implementation. These were generally days of summer sessions conducted prior to the school year.  Measures/Counts:  Year 1:  READ 180: (Summer/early fall) 2 days, first day is intro and second day includes 1 of the 8 seminars total delivered over the year.  Xtreme: (Summer/early fall) 2 days and added attended CERT 2 days as required.  Year 2:  READ 180: (Summer/early fall) 2 days, first day is intro and second day includes 1 of the 8 seminars total delivered over the year.  Xtreme: (Summer) 2 days for teachers new to Xtreme, no CERT required in Year 2. No initial training for teachers who are teaching Xtreme for a second year.	Year 1: Source(s): District report (all received)  Note: Surveys asked teachers but question confounded initial/summer with ongoing workshops given the initial was part of a series.  Note: Use district provided data in the future and modify survey.  Year 2: Source(s): District report via FTP site. Information provided includes dates/topics/teacher attendance.  Note: Survey items related to professional development are listed below – these were not used for scoring but provided additional information.  XTREME Reading: Survey Q25. During 2007-08 school year, days participated in Xtreme Reading training? Survey Q26. During 2007-08 school year, days Xtreme developer visited you in your classroom to observe/coach/support?  READ 180: Survey Q26. During 2007-08 school year, days participated in READ 180 training? Survey Q27. During 2007-08 school year, days READ 180 developer visited you in your classroom to observe/coach/support? Q29. Did you participate in online pd this year? Q31. If yes, how many hours did you spend on online pd this year?	Year 1:  0 = Not adequateAttendance less than specified by the intervention.  1 = AdequateAttendance at all initial training as specified by the intervention.  Year 2: Same.
B. Workshops (seminars, and/or	<b>Definition:</b> Training supplemental to the initial required for implementation. This could include online course or additional seminars to further develop skills and progress in implementation.	Year 1: Source(s): District report	0 = Not adequateAttendance less

online courses)	Measures/Counts:  Year 1:  READ 180: 8 seminars @ 3 hrs (we reported 4 workshops @ 6 hrs and 6 hrs = 1 day). Note that one seminar is delivered the second day of the two-day initial summer training. SO total for ongoing is 7 seminars PLUS 1 online RED course (1day @ 6 hrs).  Xtreme: 4 workshops of strategies during the school year (4 days).  Year 2:  READ 180: Total of 4 days of seminars after the initial 2 days in August. (1) Day 2 Training Oct.3; (2) Day 2 Seminars Oct.30 Developing independent readers (AM) and Motivating the READ 180 student (PM); (3) Day 3 Seminars Feb.6 Strategic comprehension (AM) and Using READ 180 data (PM); (4) Day 4 Seminars Mar 28 – Decoding strategies (AM) and Test-taking Strategies (PM). Online training for RED Course also included (7 online sessions per progress report printout).	Year 2: Source(s): District report via FTP site. Information provided includes dates/topics/teacher attendance. Additionally for READ 180, computerized reports were provided showing the number of online sessions completed for the RED course.	than specified by the intervention.  1 = AdequateAttendance at all initial training as specified by the intervention.
	teachers, with dates & topics as follows: 10/11/07 (Practice and self-questioning), 12/07/07 (Student progress and visual imagery), 1/31/08 (Summarizing & Paraphrasing), 2/26/08 (Inference) and 3/27 OR 28/08 (Strategy Integration).  For teachers teaching Xtreme a second year, there was only one workshop provided: 3/27 OR 28/08 (Strategy Integration).		
C. Ongoing mentoring	Definition: In-class visits by professional developers to support teacher implementation of the intervention, support can take the form of observation and feedback, modeling lessons, coaching, trouble-shooting, etc.  Measures/Counts:  Year 1: READ 180: One day per month. Note that in Y1 Dec—May (6 months of time b/c of late start).  Xtreme: One day per month. Note that the start in Y1 was Oct. (8 months).	Year 1: Source(s): District report for start-time & teacher survey.  Teacher survey report for actual times of occurrence throughout the year.  Q27. How many times has a Read 180 professional developer visited you in your classroom to observe and/or provide coaching/support?  Q21. How many times has an Xtreme Reading professional developer visited you in your classroom to observe and/or provide coaching/support?  (Response options: 0,1,2,3,4,5,6,7,8,9,10 or more)  Note: Districts reported all received but this was not verified by the	<ul> <li>0 = Not adequateAttendance less than specified by the intervention.</li> <li>1 = AdequateAttendance at all initial training as specified by the intervention.</li> </ul>

survey data. Year 2: Source(s): District report via FTP site. Year 2: **READ 180:** 9 visits over the course of the school year. Note: Additional information from survey analyzed, but not used for **Xtreme:** 9 visits over the course of the school year. scoring. Inconsistency found between survey responses and district records of coaching visits, which may be due to recall or how Note: Decision rule based on coaching documents provided on FTP repondents define "developer". site and logic model. **Xtreme:** Survey Q26. During 2007-08 school year, days Xtreme developer visited you in your classroom to observe/coach/support? **READ 180:** Survey Q27. During 2007-08 school year, days READ 180 developer visited you in your classroom to observe/coach/support? 2. Materials / Technology / Assessments **Definition:** Reported provision and availability of the materials Year 1: A. Provision / 0 = Little or no evidence / Source(s): Teacher responses to survey items related to availabilty of interventions specify as required for implementation (prior to Not adequate availability implementation). Note that condition was initially discussed but then materials. 1 = Evidence / Adequate condition was considered to be implicit in provision/availability. **READ 180:** Q23: Overall, have you been given an adequate supply of the Measures/Counts: materials you need to implement Read 180 effectively? Year 1: READ 180: one survey item. **Xtreme:** Xtreme: 4 survey items. Teacher survey items Q17, Q11, Q13, Q15 Year 2: Source(s): Same as Year 1. Teacher responses to survey items Year 2: **READ 180:** total of 7 survey items. All must = yes for score to =1. related to availabilty of materials. **Xtreme Reading:** total of 4 survey items. All must = yes for score to =1. **READ 180:** Survey items with yes/no response option: 17. Does your READ 180 classroom have enough student books? 18. Does your READ 180 classroom have enough materials in its READ 180 library? 19. Does your READ 180 classroom have enough teacher materials?

		20. Does your READ 180 classroom have enough working computers (including headsets and microphones) to permit each student to rotate through use of the READ 180 software each day the class meets?  21. Does your READ 180 classroom have enough working CD players to permit each student to rotate through use of the audiobooks each day the class meets?  22. Do you have enough of the READ 180 topic CDs in your classroom?  23. Do you have enough Read 180 materials & technology to implement READ 180 effectively?   Xtreme:  Q17. Does your Xtreme Reading classroom have enough of the following materials? Yes/No a. Books in the classroom library	
3. Classroom Organiz	zation / Structure / Context	b. Student binders c. Xtreme Reading posters d. Teacher material  (Note: the same items were used in Year 1, but in Year 2, item numbering changed)	
A. On schedule for intervention class time	<b>Definition/counts:</b> Is the intervention allocated the time required as per developers. Refers to time actually scheduled by the school for the intervention class. Was Xtreme scheduled for 45 minutes? Was READ 180 scheduled for 90 minutes? <b>Year 1 and Year 2:</b> same.	Year 1: Source: District chart, observations and schedules.  Year 2: Same.  Note: Used coding/scoring of observations for additional context and	0 = Little or no evidence / Not adequate 1 = Evidence / Adequate
	Measures/counts: 90 minutes for READ 180 and 45 minutes for Xtreme [throughout the academic year?]	verification of allotted time. Also used survey Q5: What is the typical length of your class period? To be used as an additional measure to verify allotted time.	
B. Teacher-student ratio not exceeded	Definition/counts: For Xtreme, maximum number of students is 15 per class, for READ 180 it is 18, for control it is 25. If number of students surpasses the maximum number, score 0, if number of students does not exceed the maximum established, score 1.  Year 1 and Year 2: same.	Year 1: Source: used observations to score class size cap.  Year 2: Source: Same. Check rosters if possible.	0 = Little or no evidence / Not adequate 1 = Evidence / Adequate

4. Classroom Model I	Fidelity <sup>2</sup>		
A. Instructional practices followed / dosage <sup>3</sup>	Note: This construct had one measure for Year 1 scoring. In Year 2, this construct was further refined and 3 measures developed and were used.  Year 1: Instructional practices/pacing was a construct with only one measure called "practices/rotations" used for coding Xtreme strategies being taught and for coding the presence of instructional rotations in READ 180. For example, SCORE 1 = initial whole group segment PLUS the 3 rotations (20 min each) - wrap-up is not included.  Year 2: In Year 2, the construct 'instructional practices/pacing' was further refined into 3 categories for coding: structured content (the what), researched based methods (the how), and responsive teaching. READ 180 rotations was moved under "dosage" in Year 2.		
A1. Structured Content (THE WHAT)	Definitions:  READ 180 structured content: Instructional content covers one of the 9 rBook workshops and associated skills.  Xtreme: Instructional content is comprised of instruction in Xtreme reading strategies (e.g., vocabulary, Word Mapping, Word Identification, self-questioning, visual imagery, summarizing, paraphrasing, and inferencing). Note: Socio-behavioural strategies need not be observed i.e., Achieve, SCORE skills, Possible Selves and Talking together.  Measures/counts: Read 180: If content covered or skills being taught/assessed pertain to a workshop, then score=1. Observed =1, Not observed =0.  Xtreme: If content covered pertains to an Xtreme strategy then score =1. Observed =1, Not observed =0.  Note: Anything related to amount of instructional time afforded would be captured under another construct 'amount of instructional time".	Year 1: Source: used observations to score structured content.  Year 2: Source: Same.  Year 3: Source: Same.	0 = Little or no evidenceinstructional content is not comprised of instruction in any of the reading strategies outlined in the curriculum (see below) and other instructional programs that support strategy instruction were used (see below).  1 = Evidenceinstructional content is comprised of instruction in reading strategies (see below) and other instructional programs that support strategy instruction (see below).

Tems added to this component from the ERO study (in section a. and section d.).

This was removed in the final Year 1 version.

A2. Research-based Instructional Methodology (THE HOW)	*New measure for Year 2  Definition:  READ 180: The teacher uses specific READ 180 instructional strategies during READ 180 teacher directed activities. For example:  Whole Group: uses anchor videos and discussions to build background knowledge before reading; creates opportunities to hear models of fluent reading; teaches and models reading skills and strategies, explicit instruction of important academic vocabulary words and word study elements; instruction in key writing types that relate to student's reading; lessons in grammar, usage and mechanics that focus on common errors; structured engagement routines that involve students in their learning (i.e. RED Routines teaching vocabulary, oral cloze, think-pair-share, idea wave, numbered heads, the writing process and peer feedback. (see handout on RED routines).  Small Group: teaches and models reading skills and strategies, explicit instruction of important academic vocabulary words and word study elements; instruction in key writing types that relate to student's reading; lessons in grammar, usage and mechanics that focus on common errors; differentiated instruction in phonics, fluency, vocabulary and word study, spelling, comprehension etc;	Year 1: Source: used observations to score.  Year 2: Source: Same.  Year 3: Source: Same.	0 = Little or no evidenceteacher does not use any of the specific instructional pratices during teacher directed activities.  1 = Evidenceteacher uses some of the specfic instructional practices of the model during teacher directed activities.
	routines).  Small Group: teaches and models reading skills and strategies, explicit instruction of important academic vocabulary words and word study elements; instruction in key writing types that relate to student's reading; lessons in grammar, usage and mechanics that focus on common errors; differentiated instruction in phonics,		
	Xtreme: The teacher is observing using an activator, advance organizer and one of the practice stages.      Xtreme Activator— a brief (approximately five minute) warm-up activity conducted at the beginning of class.		
	Xtreme advance organizer and/or communication of expectations—includes daily agenda, graphic organizer, verbal or		

<sup>&</sup>lt;sup>4</sup> Teacher Implementation Guide, p. 36

	written statement of lesson purpose and learning expectations. All must be present, except for daily agenda, in order for score to =1.  **Xtreme Practice Stages* – the teacher uses learning activities associated with the stages of instruction: describe, model, verbal practice, guided practice, paired practice, independent practice, differentiated practice, and integration and generalization (see p.62 of Year 1 report). Note: do not include Cue-Do-Review (too general). The practice stages involve applying a device or strategy to a reading activity and practicing that given device/strategy.		
A3. Responsive Teaching	*New Measure in Y2  Definition: teacher provides one or more students with feedback, monitors comprehension, or supports the appropriate application of skills.  Measures/counts:  Score =1 if observed, regardless of how many students teacher is being responsive toward or length of time.	Year 1: Source: not used in Y1  Year 2: Source: Classroom observations  Year 3: Source: Classroom observations	0 = Absence/inadequate 1 = Presence/adequate
B. Dosage of the class	Note: This construct had one measure for Year 1 scoring that was called "pacing/dosage of the class". In Year 2, this construct was further refined and 3 measures were developed and used for scoring.  The three additional measures are: use of rotations (for READ 180 intervention only); pacing for the year; and amount of instructional time.	Xtreme: Source: Survey Q25. How many days/week did you follow the lesson plans? Survey Q 25 (Score =1, if reponse is "follow lesson plan 5days/week".  READ 180: Source: Classroom observations. Score =1, if observed all 3 rotations (1 rotation lasts 20 minutes), and the whole group instructional segment (20 minutes)	
B1. Use of rotations	Definition: READ 180 only look at presence of all required rotations (whole-group, small-group, independent reading, Read 180 software, wrap-up).  Measures/counts:		0 = Absence/inadequate 1 = Presence/adequate
	Year 2:  Read 180: same as Year 1. Score =1, if observed all 3 rotations (1)		

B2. Pacing for the year	rotation lasts 20 minutes), and the whole group instructional segment (20 minutes)  *New measure added in Year 2.  Definition: Components or strategies/workshops covered in Xtreme/READ 180 at 2 given points in the year are occurring as scheduled. Total of 9 READ 180 workshops, and total of 12 Xtreme Reading units/strategies.  Measures/counts:  Scoring for this measure was based on comparison of school calendar/developer pacing guide with where the teachers were at the time of classroom observations.  Read 180:  The first day of the visitation in Y2, Feb.4 was day 154 of the school year. According to pacing schedule and pacing calculations, workshop 6 should be completed between days 84 to 97. By the day 154, T should be finished as workshop 9 should take place between days 125-145. If workshop 6 and workshop 9 observed, them score=1.  Xtreme Reading: Visual imagery observed during week 21 (week of first observation) and Inference Strategy observed during week 34 for score=1.	Year 1: not scored.  Year 2:  Xtreme: Source: Classroom observations and district calendars.  For additional information, used survey and interview items below: Q. 38 What is your best estimate of how many days were not used for Xtreme Reading this year (due to assemblies, testing, etc)? Survey Q16. When did you begin the Xtreme Reading curriculum in the fall of 2007?  Interview Q8. Were any strategies or components missed this year? (Use interview question for context)  READ 180: Source: Classroom observations.  For additional information, used survey and interview items below: Survey Q44. What is your best estimate of how many days were not used for READ 180 this year (due to testing, assemblies, etc)? Survey Q16. When did you begin the READ 180 curriculum in the fall of 2007?  Interview Q8. Were any workshops or components missed this year?	0 = Absence/inadequate (missed one or more strategies/units/workshops) 1 = Presence/adequate (covered all units/strategies/workshops)
B3. Amount of instructional time	*New Measure  Definition: Teacher behavior that supports the model, all activities and conversations are directly related to the intervention and or goals/purpose of the lesson. No class time is spent on activities unrelated to the model.  Note: For READ 180, look at teacher-directed activity only, whole group, small group and wrap up only. Does not include independent reading or software activities. Based on observation data, the total would be 90 minutes because at any point in time, there is data	Year 1: not scored. Year 2: use observation data. Year 3: use observation data.	0 = Absence/inadequate  1 = Presence/adequate

	collected about the teacher-directed instruction across the rotating groups of students.  Note: If there is an interruption in class time (e.g. because of a fire alarm, or MCAS testing) this would be captured in 3a because it's an organizational/structural issue. There, the time spent outside class because of fire alarm time would be excluded from the denominator. Only outside of class events/occurrences would be excluded in the denominator.  Note: For Xtreme, amount of instructional time reflects a single-minded focus on dosage- or the amount of class-time (during the expected 45min) devoted to Xtreme Reading instruction. If Xtreme is taught for the full 45 minutes of class-time, a '1' will be assigned. If less than 45 minutes of class-time is spent on Xtreme, a '0' will be assigned. Many factors could contribute to loss of instructional time including overlap with ELA, teacher-directed tangents, and difficulties with classroom management and discipline. This construct evaluates whether Xtreme was implemented for the full 45 minutes as planned, regardless of the REASON why the full 45 minutes were not utilized for Xtreme.  Measures/counts:  Score =1 if full amount of time allotted to the intervention is devoted to the instruction of the intervention.		
C. Use of materials and/or technology	Definition: Use of intervention materials.  Measures/Counts:  Year 1 & Year 2 (same):  Xtreme: observed use by students and teacher of any one of the following: Bluford books, Xtreme worksheets, Xtreme notebooks/binders, reference to posters, etc.  READ 180: observed use of any one of the following: Rbook, Read 180 software, Read 180 novels published by scholastic, audiobooks, etc.  Score =1 if observed used of any one of the intervention materials. The students and teacher must be using these materials in class, mere	Year 1: Source: Classroom observations.  Year 2: Xtreme Source Same. Section C, Question 1 and script.  READ 180 Source Same. Items are throughout protocol. Also use script.  Year 3: Same.	0 = Absence/inadequate 1 = Presence/adequate

	presence does not count.		
D. Use of assessments to inform instruction	Definition: use of assessments in order to inform instruction.  Counts/measures:	Years 1 and 2: Teaher survey for both READ 180 and Xtreme.	0 = Absence/inadequate 1 = Presence/adequate
morm msu dedion	Year 1: Xtreme: Q30 Days/week you administer a reading assessment? Score = 1 if done once per week as min. requirement based on assumptions/material provided at time (0 if not)  READ 180: Q43: How many times this year have your students taken the SRI		
	(min 3 times per year = 1), Q44: How many times this year have your students taken the rSkills test (min 5 times per year = 1), Q45: Have you used the reports generated by the Scholastic Achievement Manager (yes = 1)		
	Year 2: Xtreme: assessments include end-of-unit assessments, AimsWeb measures, SRI and Grade. Used survey Q. 22 How often, per year, do you administer the following assessments? End-of unit assessments, AimsWeb measures, SRI, Grade?		
	For each assessment, score=1 if teachers reported assessment was administered 1-2 times at a minimum. For overall score to =1, every assessment must have a score of 1. If not, then score =0.		
	Read 180: assessments include scholastic reading inventory (SRI) for diagnostic information, rSkills tests given after specific workshops to measure acquisition of READ 180 rBook skills, and reports generated by SAM.  Read 180 survey items:  Q45. How many times this year have your students taken the SRI?  Q46. How many times this year have your students taken an rSkills		
	Q47. During the 2007-08 school year, did you use any of the reports generated by the Scholastic Achievement Manager (SAM)?  For each assessment, score=1 if teachers reported assessment was taken 1 time at a minimum. For overall score to =1, every assessment must have a score=1 and a response of "yes" to use of SAM reports.		

5. Student on Task B	ehavior		
	Note: although this component was scored, it was not used to arrive at the fidelity implementation score for each teacher. All other components and subcomponent listed in this table were.  Definition: Teacher kept students on-task (majority of time – 75%+) Counts/measures:  Year 1 same as Year 2. Xtreme: For Xtreme QIJ. Overall, do students appear to be on task?  Read 180 READ 180, composite of 4 items plus overall general rating Q33 (Q8, Q17, Q25, Q27). Q8. What proportion of students are mostly on task during whole-group instructions? Q17. What proportion of students are mostly on task during small-group instruction? Q25. Do student appear to be on task during their reading activities? Q27. What proportion of student appear to be on task during the computer instructional rotation? Q33. Overall, did student behaviour interfere with the READ 180 lesson delivery?	Source: Year 1 and Year 2 used classroom observation protoocols. Note: item not scored in Year 1, in Year 2]	0 = Absence/inadequate 1 = Presence/adequate

# **CLASSROOM MODEL FIDELITY**

CHANGES FOR YEAR 2 ANALYSIS (and to instruments for Year 3) **ERO ADDITIONS** 

4. Classroom Model Fidelity	Observations	Interviews	Surveys
a. Instructional practices followed / pacing	Adding ERO Principal #2: Systematic Instruction		
	Structured content     Research-based instructional methodology     Connected, scaffolded, and informative instruction		
b. Appropriate dosage of the class			From survey (pacing with a).
c. Use of materials and/or technology			
d. Use of assessments to inform instruction	Adding ERO Principal #1: Responsive Instruction  1) Assessment		
	2) Accommodations* 3) Feedback		

 $<sup>{}^*\</sup>mathrm{We}$  did not include accommodations b/c used already embedded in instruction a.

# A. Instructional practices followed / pacing

#### <u>Xtreme Core Principle #2 Systematic Instruction:</u>

Instruction is systematic in nature; that is, the information (skills, strategies, and content) taught, the sequence of instruction, and various activities and materials used are carefully planned in advance of delivering instruction. Systematic instruction is to be carefully structured, connected, and scaffolded; and it should be informative. Systematic Instruction consists of the following three components.

- 1. Structured Content
- 2. Research-based Instructional Methodology
- 3. Connected, Scaffolded, and Informative Instruction <sup>5</sup>

#### D. Use of assessments to inform instruction

#### <u>Xtreme Core Principle #1 Responsive Instruction:</u>

Instruction is responsive to unique student needs to "personalize teaching and learning." Responsive Instruction consists of the following three components.

- 1. Assessments
- 2. Accommodations
- **3.** Feedback <sup>6</sup>

<sup>5</sup> As defined by the ERO report, Appendix D. Note that Connected, Scaffolded, and Informative Instruction components were separate as listed by ERO but then collapsed as principal 2c to be analyzed together.

The Education Alliance at Brown University (Striving Readers Codebook Y3)

<sup>&</sup>lt;sup>6</sup> As defined by the ERO report, Appendix D.

## **APPENDIX A:**

YEAR 1 Component Scoring Description Component Scoring Chart of Observation/Survey Items Definitions of implementation components and subcomponents SCORED (Exhibit 5 from Year 1 Report)

Major Components and Subcomponents	No	Yes	Score Range
Professional Development Participation (attendance)			Score Range 0-3
a. Initial training	0	1	
b. Ongoing workshops, seminars, and/or online courses	0	1	
c. Ongoing mentoring	0	1	
2. Materials / Technology / Assessments			Score Range 0-1
a. Provision / availability	0	1	
3. Classroom Organization / Structure / Context			Score Range 0-2
a. On schedule for intervention class time	0	1	
b. Teacher-student ratio not exceeded	0	1	
4. Classroom Model Fidelity <sup>7</sup>			Score Range 0-4
a. Instructional practices followed / pacing <sup>8</sup>	0	1	
b. Appropriate dosage of the class	0	1	
c. Use of materials and/or technology	0	1	
d. Use of assessments to inform instruction	0	1	
5. Student Behavior			Score Range 0-1
a. Students on-task (75% or more)	0	1	

Each subcomponent listed may include more than one item from the various sources of data used (e.g., observation and interview data) to calculate the rating. The methods for deriving percentages and levels were based on this chart of subcomponent items and the scores calculated for each. The following section describes in more detail the scoring for each of the five components and the data sources providing items for scoring within components listed above.

<sup>7</sup> Items added to this component from the ERO study (in section a. and section d.).
8 In Year 1 this included the word rotations. This was removed in the final Year 1 version.

Individual scores were calculated based on presence or absence (1 = yes, adequate; 0 = no, not adequate) and then composite scores were created (ranging from 1 to 4) which were then used to rate implementation from the lowest to highest level: 1 = no evidence (0 - 24%); 2 = low (25 - 49%); 3 = moderate (50 - 74%); and 4 = adequate (75 - 100%). Note that the percentage ratings were used where applicable for component scores. These ratings were then rounded and rated level 1 through 4 and used to compile overall levels of implementation. This rating system is broad and general for this purpose and does not capture implementation quality above and beyond the level of adequacy, which is the highest level to be obtained. For example, the amount of mentoring provided may have exceeded the specified number of times over the school year that the model indicates should occur yet the rating would still be adequate as it is defined.

#### 1. Professional Development Ratings

Three subcomponents were included in the overall rating of the level and adequacy of professional development required and received: (1) initial training participation for teachers as well as their receipt of initial training before the school year began; (2) participation in the workshops, seminars, or online courses (e.g., Red courses) offered throughout the nine-month school year; and (3) receipt of ongoing mentoring provided by intervention developers. Information used in these ratings included district self-report data as well as teacher survey data.

The initial training participation ratings were based on attendance per the total number of days required to begin intervention implementation before the school year began. For READ 180, two initial training sessions were required (6 hours each). For Xtreme, three initial training sessions were required (4 hours each) which included both Xtreme and SIM-CERT content. Therefore, both interventions required 12 initial hours of professional development for implementation.

Workshops, seminars, and online course (i.e., Red courses) participation ratings were based on teacher attendance at these required professional development offerings throughout the school year. For Xtreme, attendance in four full-day workshops (lasting approximately 6 hours/day) was required throughout the school year following the initial training opportunity. For READ 180, attendance in an online course (approximately 6 hours total) as well as eight seminars (3 hours each for a total of 24 hours) was required.

Finally, mentoring ratings were based on the receipt of the total number of monthly mentoring visits required. For both interventions, the mentoring visits were to occur once per month. However, the planned mentoring for each intervention began at different points in the nine-month school year based on the initial coordination between districts and developers. For Xtreme, mentoring began in October and continued through May for an eight-month period. For READ 180, the mentoring began in December and continued through May for a six-month period.

<sup>&</sup>lt;sup>9</sup> This assumption may be adjusted in the Year 2 report if necessary based on developer interviews to be conducted they suggest a different minimum number as adequate.

<sup>&</sup>lt;sup>10</sup> Note that both of the interventions indicate they conduct additional mentoring visits "as needed" but the rating is based solely on the occurrence of the minimum number of visits as required by the models.

<sup>&</sup>lt;sup>11</sup> The occurrence of mentoring visits was reported by the districts. Evaluators do not have the intervention records, district reports, or explanations for differences.

Note that the ratings of participation in professional development do not in any way reflect the nature of engagement of teacher or administrator participants in professional development sessions, as engagement was not directly measured. However, professional development training sessions are assumed to have included both didactic and experiential elements designed to influence participant engagement and to promote substantive learning. Adequacy was defined in accordance with what the developers specified as the number of training days required to sufficiently cover the intervention content, to enable teachers to implement the intervention strategies, and to support teachers' ongoing implementation of the intervention. Again, an adequate level of initial training is reflected by the presence of all required components (i.e., a rating of "yes"). Attendance is the sole measure used to assess training participation.

#### 2. Material Provisions Ratings

Teacher survey items were used to rate the overall adequacy of the materials, technology, and assessments available to teachers. One item was used to specify whether or not all required materials and/or technology were available for implementation.

#### 3. Classroom Organization - Context Rating

Two subcomponents comprised the overall rating of the adequacy of the classroom organization and structure which must be put into place by the districts and schools as required for implementation: (1) class time allotted in individual school schedules and utilized; and (2) observance of teacher-to-student ratios. Classroom observations as well as district-reported information were used to determine both subcomponent ratings.

READ 180 requires 90 minutes of intervention class time per day and Xtreme requires 45 minutes of intervention class time per day. Both interventions were to be implemented as add-on interventions to the districts' regular ELA courses. However, per developer specifications for the Xtreme model, ELA teachers of Xtreme students (as Xtreme teachers) were also required to receive training in CERT and content-enhancement routines. This meant that these students received the benefit of the additional intervention, CERT, for that additional 45 minute ELA period.

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<sup>&</sup>lt;sup>12</sup> Developers may have built in some redundancy in the training content sessions in anticipation of some number of teachers being unable to fully attend the summer sessions. Note that this assumption may be adjusted in the Year 2 report if necessary based on developer interviews to be conducted.

<sup>&</sup>lt;sup>13</sup> Attendance is both district-reported and teacher-reported via surveys.

#### 4. Classroom Model Fidelity Ratings

Four subcomponents comprised the overall rating of the adequacy of the implementation of the classroom model: (1) instructional rotations, practices, and pacing; (2) dosage; (3) use of materials and/or technology; and (4) use of assessments to inform instruction. Ratings were based on two evaluator observations with the exception of the use of assessments, which was rated based on the survey data. In some instances evaluators were not able to observe teachers twice due to unexpected events such as an absence. If two observations had been conducted per teacher, averages were calculated across a given indicator(s) to establish subcomponent ratings. The ratings based on observations represent an occurrence of the practice at that point in time. Given that both intervention developers indicate that the first three subcomponents of classroom model implementation—instructional rotations, pacing, dose, and materials—should occur at least to some degree daily, it would be reasonable to expect that any given observation day would be a reasonable representation of what regularly occurred in the intervention classes. However, what is expected to be implemented on a daily basis differs and observations and therefore different items were used to determine what constituted the rating and adequacy for each intervention. Therefore, it is important to remember that ratings should not be compared.

#### 5. Student Behavior Rating

One subcomponent was used to rate the overall occurrence of on-task student behavior using observation data. One indicator was used to rate student behavior but the items contributing to that rating differed by intervention. If most of students in the class (over 75%) were not disruptive and appeared to be exhibiting on-task behavior they received a score of 1. That is, students were observed to be listening to the teacher or engaged in discourse, writing using intervention materials, or reading using intervention materials. In general, this rating reflects student compliance with what the teacher asked of them during the classroom model implementation. Although this rating could be considered to be an indicator of teacher skill (i.e., more skilled teachers are presumably better able to keep students on-task) on-task behavior does not necessarily indicate on-model behavior. For example, in READ 180 students could be observed to be working on the computer but not working using READ 180 material. That is, students could be using the Internet for purposes not pertinent to the daily lesson. Again, on-task behavior is not as explicitly specified by the interventions as other components; these behaviors are implicit and may result from the intervention or affect or mediate intervention outcomes.

# **APPENDIX B:**

# **Enhanced Reading Opportunities Scales**

<sup>1</sup>Codes modified for Year 2 to include additional subcomponents in the overall scoring of the classroom model fidelity component developed based on ERO study measures for Xtreme fidelity: http://ies.ed.gov/ncee/pdf/20084015.pdf.

# **Enhanced Reading Opportunities Program**

# Xtreme Reading Fidelity Scales

#### Core Principle # 1 Responsive Instruction

Instruction is responsive to unique student needs to "personalize teaching and learning."

- Assessment: Ongoing, informal assessment is used to monitor students' performance to determine if instructional objectives are being met and strategies are being mastered.\*
- Accommodations (1.a): Students begin learning reading strategies using materials at their reading level. They gradually work up through the reading levels across the school year.
- Feedback (1.b): Corrective and elaborative feedback is provided to help students better understand how to improve their performance of skills and strategies. Feedback helps students recognize correct practices, as well as patterns of errors, and target improvement in specific areas. Six steps for providing feedback are recommended:
  - Teacher tells students what they have done well.
  - Teacher helps students recognize and categorize errors made during practice attempts, in order to better understand their performance.
  - Teacher re-teaches one of the error types at a time (through explaining, modeling).
  - Teacher watches student practice and provides feedback.
  - Teacher asks student to paraphrase main elements of feedback.
  - Teacher prompts student to set goals for next practice attempt.

#### **Fidelity Scale:** (Core Principle 1.a: Accommodations)

0. n/a

1. Students have not been provided with instructional materials that match their reading level. Materials appear to be either too challenging or too easy. The teacher seems unaware or unable to determine whether instructional objectives are being met and strategies are being mastered.

- 2. While some students are being instructed in materials that match their reading level, the materials appear to be either too difficult or too easy for others. The teacher appears to be able to provide appropriate instruction to students making expected progress but appears unaware or unable to determine appropriate instruction for students failing to make adequate progress or for students advancing rapidly through the curriculum.
- 3. All students have been provided with instruction and are learning reading strategies using materials at their reading level. The teacher appears to be aware of individual student needs and is able to differentiate instruction accordingly.

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<sup>\*</sup> While we are including this bullet in the general description of the principles, we will not include in the fidelity scales as this is a "high inference" item and is not easily observable. Assessment is addressed in the teacher interview, and teachers will be asked to describe their use of assessments to make instructional decisions.

#### Fidelity Scale (Core Principle 1.b: Feedback)

- 0. n/a
- 1. The teacher does not provide feedback to students or does so rarely. The teacher does not appear to monitor student work and performance and, in general, students are expected to practice skills and strategies independently, without teacher input.
- 2. While the teacher occasionally provides corrective feedback to students on their practice attempts, feedback is not elaborative and/or mainly highlights the negative. In general, the teacher engages in only one or two of the feedback strategies outlined in the Xtreme Reading Program (telling students what they have done well, helping students to recognize and categorize errors made during practice attempts, reteaching one of the error types at a time through modeling and explaining, watching students practice, asking students to paraphrase main elements of feedback, and prompting students to set goals for their next practice attempt). There is little follow-up with students to ensure understanding so that they may improve on their next practice attempt and obtain mastery of the skill/strategy.
- 3. Corrective and elaborative feedback is provided to help students better understand how to improve their performance of skills and strategies. The teacher provides feedback using most or all of the strategies outlined in the Xtreme Reading Program (telling students what they have done well, helping students to recognize and categorize errors made during practice attempts, reteaching one of the error types at a time through modeling and explaining, watching students practice, asking students to paraphrase main elements of feedback, and prompting students to set goals for their next practice attempt). The teacher follows up with students to ensure understanding so that they may improve on their next practice attempt and move toward mastery of the skill/strategy.

#### Core Principle # 2 Systematic Instruction

Instruction is *systematic* in nature; that is, the information (skills, strategies, and content) taught, the sequence of instruction, and various activities and materials used are carefully planned in advance of delivering instruction. Systematic instruction is to be carefully structured, connected, and scaffolded; and it should be informative.

- Structured Content (2.a): Instructional content is comprised of instruction in reading strategies (e.g., vocabulary, word-identification, self-questioning, visual imagery, paraphrasing, and inferencing) and other instructional programs that support strategy instruction (ACHIEVE Skills, SCORE Skills, Talking Together, Possible Selves). Each reading strategy is divided into smaller steps/segments.
- Research-based instructional methodology (2.b): Each strategy is taught using an eight-stage methodology. On each day that a reading strategy is taught, the learning activities are associated with at least one of these stages. The stages include: Describe, Model, Verbal Practice, Guided Practice, Paired Practice, Independent Practice, Differentiated Practice, and Generalization.
- Connected Instruction (2.c): Teacher purposefully shows students how new information is related to skills, strategies, or content that has been previously learned, as well as to those that will be learned in the future. Course and Unit Organizers are provided to students to introduce main ideas and to demonstrate how critical information and concepts are related.
- Scaffolded Instruction (2.c): Instruction moves from teacher-mediated to student-mediated across the course of instruction in one strategy. When a new strategy is introduced, multiple instructional supports (modeling, prompts, direct explanations, targeted questions, relatively basic tasks) are initially provided by the teacher. These instructional supports are gradually reduced as the student becomes more confident and begins to move toward mastering the targeted objectives.
- Informative Instruction (2.c): Teacher informs student about how the learning process works and what is expected during instruction. Teacher ensures that students understand how they are progressing, how they can control their own learning at each step of the process, and why this is important.

#### **Fidelity Scale** (Core Principle 2.a: Structured Content)

- 0. n/a
- 1. There is little evidence that instructional content is comprised of instruction in any of the reading strategies outlined in the Xtreme Reading curriculum (e.g., vocabulary, word-identification, self-questioning, visual imagery, paraphrasing, and inferencing) and other instructional programs that support strategy instruction (ACHIEVE Skills, SCORE Skills, Talking Together, Possible Selves). The teacher appears to be using alternative instructional materials (materials outside of the Xtreme Reading curriculum).
- 2. While the teacher is providing instruction in one of the reading strategies or instructional programs that support strategy instruction, the teacher does not demonstrate a thorough understanding of the content. Students may not be provided with an in-depth, comprehensive understanding of the strategy and/or program and the teacher, while able to answer basic questions, might not be able to thoroughly respond to more complex questions on the instructional content. Alternatively, the teacher may be providing comprehensive instruction in the strategy, but may not be providing instruction in small steps or segments appropriate for developing student understanding.
- 3. Instructional content is comprised of instruction in reading strategies (e.g., vocabulary, word-identification, self-questioning, visual imagery, paraphrasing, and inferencing) and other instructional programs that support strategy instruction (ACHIEVE Skills, SCORE Skills, Talking Together, Possible Selves). The teacher demonstrates a strong understanding and knowledge of the content and is able to thoroughly respond to student questions. Further, instruction in the strategy is divided into small steps or segments to facilitate the development of student understanding in this strategy

#### **Fidelity Scale** (Core Principle 2.b: Research-based Methodology)

- 0. n/a
- 1. The teacher does not use any of the eight instructional stages of the Xtreme Reading Program (Describe, Model, Verbal Practice, Guided Practice, Paired Practice, Independent Practice, Differentiated Practice, Generalization), and the learning activities do not appear to be associated with the program's curriculum. Instruction appears unsystematic and unmethodical.
- 2. The teacher uses one of the eight instructional stages of the Xtreme Reading Program; however, the teacher does not demonstrate a thorough understanding of the learning activities associated with the specific instructional stage. Although students are involved in learning activities associated with the specific instructional stage, at times, instruction appears unsystematic.
- 3. The reading strategy of focus is taught using one of the eight stages of the Xtreme Reading instructional methodology. The teacher engages students in learning activities associated with at least one of the following stages: Describe, Model, Verbal Practice, Guided Practice, Paired Practice, Independent Practice, Differentiated Practice, and Generalization. The teacher's implementation of the instructional stage reflects best practices, as outlined by the Xtreme Reading instructional methodology, and instruction is delivered in a systematic manner.

#### Fidelity Scale (Core Principle 2.c: Connected, Scaffolded, and Informed Instruction)

- 0. n/a
- 1. Instruction is neither connected, scaffolded, nor informative. In almost all instances, the teacher does not show students how new information is related to skills, strategies, or content that has been previously learned or that will be learned in the future. Course and Unit Organizers are rarely used for this purpose. There is little evidence of the teacher providing multiple instructional supports (i.e. modeling, prompts, direct explanations, targeted questions, etc.) to facilitate movement from teacher-mediated to student-mediated instruction. The teacher rarely engages students in discussion regarding their own learning process, learning expectations, and why it is important for students to take control of their own learning.
- 2. Instruction may be connected, scaffolded, or informative, but it does not reflect all three characteristics. In some cases, the teacher provides a brief explanation of how new information is related to skills, strategies, or content that has been previously learned, as well as to those that will be learned in the future. The teacher uses Course and Unit Organizers to introduce new information but does not engage students to ensure their understanding. The teacher provides students with some instructional supports, but not in a systematic manner to promote movement from teacher-mediated to student-mediated instruction. Occasionally, the teacher engages students to ensure they understand how they are progressing, to inform students of how they can control their own learning and why this is important.
- 3. Instruction is connected, scaffolded, and informative. The teacher purposefully shows students how new information is related to skills, strategies, or content that has been previously learned, as well as to those that will be learned in the future. Course and Unit Organizers are provided to students to introduce main ideas and to demonstrate how critical information and concepts are related. The teacher provides students with multiple instructional supports (i.e. modeling, prompts, direct explanations, targeted questions, etc.) that promote movement from teacher-mediated to student-mediated instruction. The teacher informs students about how the learning process works and what is expected during instruction. The teacher ensures students understand how they are progressing, how they can control their own learning and why this is important.

# Striving Readers: Instruments and Domains Covered

Instrument	General implementation and/or fidelity domains covered	Administered:
Xtreme teacher survey & Read 180 teacher survey	Previous experience, sections taught, course load; availability of materials; professional development and school/district support (participation in and quality); typical instruction during any given week (instructional practice and assessment); pacing; adherence to lesson plans (for Xtreme only); frequency of small & substantial adaptations; implementation of specific components (rating easy to difficult) for Xtreme only; student progress and engagement.	(20 targeted intervention teachers in all) April 2007
R180 observation protocol	Classroom organization, materials, equipment; whole-group instruction (Rbook workshop, RED routines); small group instruction; modeled and independent reading rotation; computer rotation; whole group wrap-up; classroom management; post-observation questions (divergence from typical lesson)	February and May 2007
Xtreme observation protocol	Pacing, percentage of students on-task, classroom environment (use of technology, classroom displays and materials); instructional activity (extent and type of classroom management; organization of the lesson, student learning tasks, adherence to Xtreme Reading lesson contents, use of a device)	February and May 2007
Control observation protocol	Pacing; percentage of students on-task; classroom environment (use of technology, classroom displays and materials); use of READ 180 instruction and routines; use of Xtreme routines; research-based literacy strategies	February and May 2007
R180 teacher interview	What's working, what's not; Pacing of workshops; examples of small and substantial changes; adding materials to R180; district policies/programs affecting R180 implementation; implementation challenges at the school; impressions on R180 pd; grading system and assessing student growth; reflection on student engagement with program	May 2007
Xtreme teacher interview	What's working, what's not; Pacing of program; examples of small and substantial changes; adding materials to Xtreme; district policies/programs affecting implementation; FOR SPRINGFIELD ONLY: experience teaching Xtreme & ELA in same block; implementation challenges at the school; impressions on Xtreme pd; grading system and assessing student growth; reflection on student engagement with program	May 2007

Control teacher	Teacher background (years teaching, courses and	May 2007
interview	grade levels taught, kinds of pd in reading, writing	Way 2007
	and literacy); Curriculum & instruction (core	
	components of English 9, lesson plan development,	
	grading, grouping of students, general approach to	
	teaching reading & writing); Reading supports	
	(classroom support and support outside the class);	
	Treatment contrast (use of technology, independent	
	or self-selected reading, explicit reading or learning	
	strategies, strategies for teaching vocabulary,	
TT 4 1 1 1 1 1 1	spelling; previous training in intervention models.	14 2007
ELA chair interview	Background and experience (years at the school,	May 2007
	years in current position, roles and responsibilities);	
	involvement with SR; what's working, what's not;	
	types of reading supports before SR; core	
	components of English 9 in classrooms and across	
	the school; differences between MCAS prep and	
	regular English; previous literacy reform efforts;	
	student outcomes due to SR	
Guidance counselor	Background and experience (years at the school,	May 2007
interview	years in current position, roles and responsibilities);	
	involvement with SR; SR training; scheduling and	
	logistics for RCT with 9 <sup>th</sup> graders (handling conflicts	
	with student assignment; challenges encountered,	
	scheduling literacy supports for non-SR students);	
	types of reading/literacy supports before SR; school	
	and district policies/programs affecting	
	implementation; what's working, what's not	
School administrator	Background and experience (years at the school,	May 2007
interview	years as an administrator, roles and responsibilities);	1,111, 2007
	involvement with SR; support from district; teacher	
	perceptions of SR; teacher adjustments to	
	implementation plan; support from program	
	developers; what's working, what's not; district	
	policies/conditions affecting implementation; other	
	school-wide reform efforts (MCAS prep, small	
	learning communities); literacy pd for staff; changes	
	in teacher attitudes and practices due to SR; student	
	outcomes due to SR	
CEDT literacy acade	Background and experience (years as a coach, years	Max: 2007
CERT literacy coach		May 2007
interview	at the school); previous experience with SIM CERT;	
	roles and responsibilities; support from program	
	developers; support from the district or school;	
	frequency and quality of routine implementation	
EI A annomaire	among teachers; student outcomes due to CERT	Mar. 2007
ELA supervisor	Background and experience (years at the school,	May 2007
interview	years in current position, roles and responsibilities);	
	involvement with SR; what's working, what's not;	
	types of reading/literacy supports before SR; core	
	components of English 9 in classrooms and across	

	the district; differences between MCAS prep and	
	regular English; previous literacy reform efforts;	
	current district initiatives affecting implementation	
Superintendent	Background and experience (roles and	May 2007
interview	responsibilities); involvement with SR; what's	
	working, what's not; implementation differences	
	between Springfield/Chicopee; data collection	
	methods and use; current district initiatives affecting	
	implementation; previous literacy	
	programs/supports; district policies/conditions	
	affecting implementation; state policies/conditions	
	affecting implementation; changes in teacher	
	attitudes and practices due to SR; student outcomes	
	due to SR	
CERT survey	Teaching experience (# of years); courses taught;	June 2007
	level of certification; prior training in SIM CERT	(All teaching
	and use of SIM CERT routines; school environment	staff at all 5
	and teaching practices as these relate to literacy;	schools)
	familiarity, training and use of the Course Organizer,	
	Unit Organizer, LINCing, Framing, as well as	
	Concept Mastery routines; perceptions related to	
	general usefulness of the CERT strategies, CERT	
	professional development and support from coaches,	
	technology and materials. NOTE: Most questions	
	use a five points scale: strongly agree, agree,	
	undecided, disagree, strongly disagree.	